DOCUMENT RESUME

ED 113 629 CG 010 131

TITLE	Report on Outreach Program; School Year 1972-1973.
INSTITUTION	Nassau County Board of Cooperative Educational Services, Jericho, N.Y.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[73]
NOTE	87p.; For related documents, see CG 010 129, 130, and 132
EDRS PRICE	MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS	*Career Education; *Cooperative Education; *Counseling; Counselor Training; Program Descriptions; Secondary Education
IDENTIFIERS	*BOCES

ABSTRACT

Careers Program-Outreach is a project funded by the Vocational Education Act whose purpose is to expand career options for students, particularly the disadvantaged, and to serve as an incentive to school staffs to innovate and implement career development programs. The major emphases of this program are: (1) to assist counselors to develop programs which include in existing counseling services career counseling, and to experiment with new techniques and methods; (2) to introduce staff to the concept that careers have a place in the classroom, and to the latest concepts of occupational education; and (3) to demonstrate how career exploration programs for students in junior and senior high school can be effectively organized and conducted. Program descriptions, career education materials, questionnaires and evaluations are included. (Author/GMF)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED113629

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Report On Outreach Program
School Year 1972 - 1973

Nassau Board Of Cooperative Educational Services
125 Jericho Turnpike, Jerico, New York 11753
Telephone (516) 997-8700

Board Of Cooperative Educational Services

Mr. Richard L. Ornauer, President
Mr. Benjamin A. Demos, Vice President
Dr. Robert H. Bell, District Clerk
Mrs. Joan B. Brenner, Vice Clerk
Mr. Theodore F. Childs
Mr. George Farber
Mr. Milton Levine
Mrs. Henrietta B. Tuthill
Mr. Simeon A. Wittenberg

Dr. William T. Callahan, District Superintendent

DIVISION OF OCCUPATIONAL EDUCATION

Mr. Frank J. Wolff, Assistant Superintendent

SUPERVISORS

Mr. Clarence R. Becker
Mr. Alexander Modderno
Mr. Francis J. Russo
Mr. Arthur Side

CONSULTANT - GUIDANCE

Dr. Marjori Brusasco

OUTREACH COUNSELORS

Mr. Morris Bangel
Mrs. Elizabeth Ferebee
Mr. Paul Winder

INTRODUCTION

Careers Program-Outreach is a project funded by the Vocational Education Act whose purpose is to expand career options for students, particularly the disadvantaged, to provide a model for planning further Board of Cooperative Educational Services (BOCES) orientation programs, and to serve as incentive to home school staffs to innovate and implement career development programs.

Careers Program-Outreach has operated for two years in Nassau County School Districts. During 1971-72 the staff worked in four districts - Glen Cove, Manhasset, Roosevelt and Uniondale. Without increasing its staff Outreach extended its services in the second year by adding Long Beach, Malverne, and Westbury.

During the first year the major emphasis was on work with students and some work with staff to further career development for all students. As a result of the findings during the first year and because of the increased national interest in career education in the second year, the focus was changed.

The major emphasis in 1972-73 was to assist counselors in these school districts to develop programs which expand the existing counseling with career counseling for <u>all</u> students and to support their efforts in experimenting with new techniques, tools, and methods that they could continue after the project was over.

The second emphasis was work with staff, particularly at the department chairmen level, to introduce them to the concept that careers have a place in the classroom, to introduce them to the latest concepts of occupational education, and to make them aware of its relationship to career education as part of total education.

The third aspect of the program was to demonstrate how career exploration programs for students in junior and senior high can be effectively organized and conducted.

Every staff member of the Outreach Program is a counselor with specialized training in techniques for fostering human development. Each has a strong commitment to, and experience in nurturing growth on a long term continuing basis. All had experience in industry and were committed to the value of occupational education.

The activities described herein were designed by this staff to foster the regular continuing processes of career counseling and career development in Nassau County home schools and BOCES. They hoped to build a bridge, to stimulate cooperation and realistically expand choices for <u>every</u> student <u>now</u>.

CONTENTS

				Page
SECTION	I	-	Report on Initial Stages of the Careers Program-Outreach.	1
SECTION	II	-	Selection of Schools	2
SECTION	III	-	Meetings with Department Chairmen and Other Key School Personnel Activities.	4
SECTION	IV	-	Career Exploration Activities	15
SECTION	V(a)	-	Liaison Activities in the Schools (September - December).	25
SECTION	V(b)	-	Outreach Activities in the School and Community (January - June).	29
SECTION	VI	-	Career Education Workshop	35
SECTION	VII	-	Collection and Use of Resource Materials. .	44
SECTION	VIII	-	Conclusions	45
SECTION	IX	-	Recommendations	49

TABLES

				Page
TABLE	I	-	Participation by Home School Staff in Planning Workshops for Fall 1972	5
TABLE	II	-	Student Response to Career Exploration Days.....	20
TABLE	III	-	Student Response to Career Exploration Days Showing Evaluation of Separate Elements Listed.....	21
TABLE	IV	-	A Poll of the Seven School Districts to Determine Whether the Career Exploration Day Programs Should be Continued or Modified.....	22

APPENDICES

1 . . . . . Booklet: "Planning Career Field Visits"

2 . . . . . Audio-visual Materials lists, "Pamphlets for Further Reading" and "Career Field Trip Suggestions" (Sample, one cluster)

3 . . . . . Career Ladders for Services to People

4 . . . . . Careers Program Labor Market Brief (Sample)

5 . . . . . General Statement Plans & Purposes Careers Program-Outreach 1972-73

6 . . . . . Train Theme "Careers Express" with six job clusters

7 . . . . . Participants - Speakers and Panel Members in industry, business, government, and higher education.

8a . . . . . Questionnaire: Reactions from Students on Career Exploration Day

8b . . . . . Questionnaire (Revision) Reactions from Students on Career Exploration Day Programs

9 . . . . . Workshop Evaluation Questions

SECTION I

The Initial Phase

Initial planning for the Outreach Program began in April '72, three months prior to refunding for the second year.

At that time, a guidance counselor was hired part-time to work with the Board of Cooperative Educational Services (BOCES) Guidance Consultant in gathering materials for a Career Information Collection which would be an important component of the 1972-73 program. During April, May and June over 200 films, filmstrips and filmloops were ordered for previewing. BOCES Outreach guidance counselors reviewed and evaluated them and selected 50 for inclusion in the Career Information Collection. Staff also met with BOCES team leaders to ascertain areas in which they could cooperate in programs of career exploration. Through the team leaders, the staff was able to tap additional industry resource people - members of the BOCES Advisory Councils.

The BOCES Guidance Consultant and the Administrator of the Nassau Educational Resource Center (NERC) visited Northeastern University in Boston and were able to secure audio tapes on careers. These were reproduced for inclusion in the Career Information Collection. They also visited the Mid-Hudson Career Development Center and bought some of their materials.

During the summer, two counselors, a teacher, Guidance Consultant, and two clerks worked on preparation of materials for bulletin boards and programs. A brochure, "How to Plan Field Visits," was written (Appendix 1). Twenty (20) cards and brochures on audio-visual materials, lists of career booklets and ideas for field visits in six career clusters were prepared (Appendix 2). Career ladders describing training requirements for Services to People and Transportation career clusters were also written (Appendix 3). Labor Market information on seven occupations in the health, social and public services fields was updated from the VOGUE and Mid-Hudson labor market guides. The Labor Market analyst of the New York State Employment Services (NYSES) supplied current salary information for the Long Island area (Appendix 4).

SECTION II

Selection of Schools

The nine districts in Nassau County which met the eligibility criterion for participation in the project (a population of 10% or more disadvantaged) were approached again this year. These were: Freeport, Glen Cove, Hempstead, Long Beach, Malverne, Manhasset, Roosevelt, Uniondale, and Westbury.

The Outreach staff corresponded with the Superintendent of each of the schools to request a meeting with him and/or any authorized personnel he designated. Interest was expressed by eight districts; the ninth - Hempstead, declined the invitation on the basis that a large internal change which they are experiencing would create an atmosphere not conducive to the efficient utilization of Outreach services.

In the eight remaining districts, the three Outreach counselors visited with school officials to outline the program planned for the school year, existing career programs in the schools, the availability of facilities for an Outreach counselor one day per week, and the ability of the district to provide transportation of pupils to BOCES County Center for the Career Exploration Day programs. The program offered is described in Appendix 5. It featured centralized activities which were designed to enable three counselors to test feasibility of serving a greater number of districts than last year without any increase in staff. All districts except Freeport expressed a strong desire to participate in the program.

In Freeport, strong differences of opinion were expressed between administration and the guidance department. After some deliberation the Assistant Superintendent informed the Outreach staff that effective implementation of the Outreach program could not be possible this year.

The Outreach staff deliberated about including one district, Malverne, since that district had recently eliminiated its guidance department. The concern of Outreach was twofold: for one, it feared that its involvement in a school without a guidance department would be viewed negatively by other professionals. Secondly, the staff was concerned that the Outreach counselor working in the school might be utilized to compensate for the lack of such services.

Thus, a second visit was made to Malverne by the BOCES supervisor responsible for the Outreach program, the consultant to the program, and one Outreach counselor.

The Superintendent stated that, "Malverne has completely eliminated the guidance department". However, they still have trained, certified counselors on staff. These counselors work under the following titles:

Assistant to the Principal for Occupational Problems
Assistant to the Principal for Student Affairs
Assistant to the Principal for Drug Programs
Assistant to the Principal for Continuing Education

Their work is coordinated by the Assistant Superintendent.

Selection of Schools (contd.)

It was agreed that since the Outreach program for 1972-73 would not involve individual counseling, but would concentrate on staff development, it could be conducted in Malverne. On the basis of this discussion, it was decided by the BOCES Supervisor of Occupational Education to extend the Outreach staff's services to this district.

It was decided that Outreach would work in seven districts, placing emphasis on staff development rather than individual work with students. Model programs that could be adopted by home schools were featured and central workshops to train counselors and teachers were planned. Each district was clearly informed of the nature of the cooperation and staff involvement anticipated.

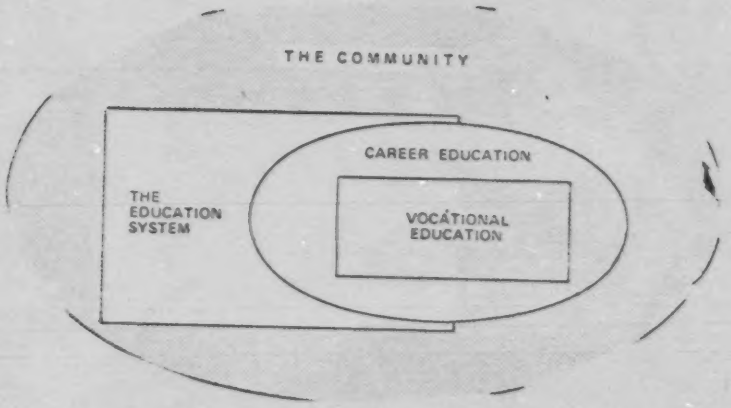
SECTION III

Meetings with Department Chairmen and Key School Personnel

During the first phase of the Outreach program the staff planned central programs for home school staff to introduce the concept in the illustration below which demonstrates career education's integral position between the education system and the community:

DIAGRAM I

CAREER EDUCATION'S PLACE IN EDUCATION



Career Education: A Handbook for Implementation
Maryland State Board of Education, United States Office of Education, 1972, page 11

To accomplish this task, Outreach invited key school personnel (principals, department chairmen, counselors, librarians, psychologists, social workers, A-V coordinators, etc.) to BOCES County Center in small groups. For these groups the Outreach staff provided a tour of BOCES Occupational Education facilities and a program introducing them to current career development concepts. A table showing their attendance at these meetings follows:

Participation by each district is indicated by the following chart:

PARTICIPATION BY HOME SCHOOL STAFF IN PLANNING WORKSHOPS FOR FALL 1972 *TABLE 1*

District	Dates														
	9/27	10/3	10/11	AM. 10/18	PM. 10/18	10/25	11/1	11/8	11/15	11/16	11/22	11/29	AM 12/6	PM 12/6	TOTALS
Glen Cove	1	1	N	1	N	N	1	1	N	N	1	N	N	+1	7
Long Beach	1	1	2	1	2	N	2	2	1	1	2	1	2	N	18
Malverne	*	2	N	1	N	1	1	N	1	1	2	1	3	2	15
Manhasset	1	1	1	2	2	1	2	2	2	N	2	+4	3	11	23
Roosevelt	N	1	1	N	N	N	N	N	2	N	1	N	*	N	5
Uniondale	N	2	1	1	5	2	5	5	N	3	2	4	6	4	40
Westbury	3	N	N	1	N	N	N	N	N	N	2	+1	2	4	13
Totals	6	9	5	7	9	4	11	10	6	5	12	11	16	11	121

P.P.S. Directors & Guidance Chairmen
Liaison Counselors
Art Chairmen
Librarians
English & Foreign Language Department Chairmen
Social Studies Department Chairmen
Science and Math. Department Chairmen
Industrial Arts & Home Economics Department Chairmen
Business and Distributive Education Department Chairmen
Principals
P.P.S. Directors, Guidance Chrm. and Liaison Counselors
Physical Ed., Health and Music Department Chairmen
A-V Coor., Curriculum Coord. Nurses, Cooperative Education Coord. Psychologists, Social Workers,
Miscellaneous - Those who missed other meetings

KEY CODE

\# = *How many attended*

N = *No one attended*

* = No one was invited

\+ = Includes Principal who couldn't attend 11/16 meeting for principals

Meetings with Department Chairmen (contd.)

Two hundred twelve department chairmen and other key personnel were invited to BOCES County Center for half-day meetings during the Fall. (See Calendar of Workshops in Table 1.) The degree of participation by each district is indicated in the same table.

Attendance at meetings totaled 121, however, this number represents some duplication since most of the Pupil Personnel Services Chairmen and liaison staff came for two mectings (on either 9/27 or 10/3 and 11/22). The number of individual staff members participating was 116. This included 15 counselors and Pupil Personnel Chairmen, 84 department chairmen and other key school personnel, 10 principals and administrators and 7 librarians.

Participation of one district was outstanding. In part, this reflected the success of the Outreach program there during 1971-72. The district had been motiviated to request (and did receive) a State funded project for career education curriculum revision which has involved the entire staff. In addition, the Outreach counselor was working in three schools this year and appropriate personnel were invited from high school and two junior high schools. One school was on strike for approximately a month. This curtailed involvement during and after the strike. Participation by department chairmen from one district was minimal for ten weeks because one principal, not even involved in the program, enforced the policy of not permitting district-wide staff, under his supervision, to leave the district during school hours. New administrators in several schools were pressed by many responsibilities and unable to give direction and support.

Attempting to clarify and work within shifting school structures to set up central meetings absorbed much time of Outreach staff in this period.

After the first three meetings, it was clear that the department chairmen felt that action of any sort should really be initiated by the principal and/or other higher level of administration, thus a special meeting for principals only was scheduled for November 11th.

The second meeting for Pupil Personnel Directors and liaison counselors on November 22nd was added at their own request as they wanted a chance for active participation in on-going program planning, especially for Career Exploration Days.

Meetings with Department Chairmen (contd.)

Purpose:

The purpose of these meetings was fourfold: (a) to acquaint the key school personnel with Outreach, its staff and its 1972-73 program, (b) to increase participants' awareness of current trends in career education and the changes which are influencing the career lives of young people, (c) to interest them in encouraging their staffs to attend workshops in the Spring semester wherein they would become prepared to introduce career education in their schools, and (d) to widen their understanding of the kinds of training young people will need to succeed in the future.

Program:

The one hour lecture covered national trends and projections for the 1970's, basic concepts of career development and description of Outreach. This was followed by a discussion of Federal and State policies and concepts of career education. The participants were offered the opportunity to take a one hour tour of the Nassau BOCES County Center facilities usually while students were actively engaged in learning experiences. Those not wishing to take the tour were given the alternate choice of browsing in the Career Information Collection. After the tour about three quarters of an hour was provided for unstructured, open-ended discussion. The Outreach staff encouraged participants to express reactions to the experiences of the day and answered any questions that remained.

The staff also sought input into the planning of future activities for the Spring semester. In line with the project proposal, Outreach intended to provide workshops at County Center for any of them or their teachers who were interested in offering career programs in their schools. Outreach had envisioned these action-oriented workshops which would describe and encourage adoption of some techniques which were successfully used in Outreach schools last year or some that are outlined in the Educational Resource Instruction Center (ERIC) and U.S. Model School Programs available in the Career Information Collection.

All participants were given the material and ideas for action oriented workshops.

The Outreach staff emphasized its willingness to fit its schedule to the needs of the schools by offering to conduct workshops for home school staffs on a released time basis, or after school, or on Saturdays for in-service credit.

Based on findings reported in, "Career Education - What It Is and How To Do It," by Kenneth B. Hoyt, it was suggested that workshops would be most effective if a team of people from each district participated. The team could include a principal or other person at the administrative level, one or two guidance counselors, four teachers - example: one from an academic science or math department, one from industrial arts or home economics, one from English, one from social studies - and perhaps a librarian or audio visual coordinator.

Meetings with Department Chairmen (contd.)

Attitudes "There Is A Wall"

For most participants this was a first visit to any BOCES facility. As the series of these meetings progressed it became evident that this colored their reactions. Three barriers had to be removed early in the course of each meeting:

(1) There was almost complete lack of awareness of Federal and State policies and trends. Few had heard of Marland or the N.Y. State Position Paper No. 11.

(2) They believed that Outreach and BOCES were identical and that Outreach served as "a glorified recruitment program" for funneling more students into BOCES.

(3) That as a "BOCES Program", Outreach represented to them the threat of BOCES expansion into their schools. Such expansion was labelled "an umbrella" by one participant, "an octopus" by another, and as "an amoeba" - representing engulfment - by still another. With declining enrollments in the home schools in the areas of art, foreign languages, math, science, etc., the blame was placed upon BOCES since it seemed to be gaining those students.

Thus, they saw BOCES as a threat to their jobs and Outreach as an arm of BOCES. Also, they indicated that a wall existed between BOCES and the home schools. They voiced strong appreciation for the opportunity to express their concerns to the Outreach staff and indicated their need for more exchange.

Outreach counselors explained again that encouraging career education is a policy of the Federal and State Governments. The Assistant Secretary for Education, Sidney Marland, is seeking the demise of the "general curriculum" wherein the pupil gains little of value to his career life. Also, that while this transition takes place, there may well be some circumstances which will require teachers in the traditional curriculums to re-evaluate and change old habits and course content but that in the long range plan, the young people will reap the benefit of more meaningful learning experiences in expanded programs which will prepare them for the future realities they face in the labor market.

At least half of the members appeared to be in favor of providing the new rich training experiences available through the occupational education and other skill training to more of their students. Several participants themselves were enrolled in adult courses at BOCES. Frequently participants attending these meetings spoke more firmly in favor of BOCES than did the Outreach staff.

Nonetheless, some strongly resented what they perceived as a close tie-in of Outreach with BOCES since Outreach had committed itself to the coverage of the full spectrum of careers - not just those for which BOCES training was applicable. The department chairmen feared that Outreach would be biased in its presentation of career information, thereby limiting its range.

The Outreach staff pointed out that its "Career Ladder" materials (Appendix 3) represented all careers, even those requiring on-the-job training as well as those requiring advanced degrees. Also on Career Exploration Day programs for the students, college representatives were included among the speakers and five out of six hours of this program were devoted to field visits, films, and business or industry representatives who were in no way connected with BOCES.

Meeting with Department Chairmen (contd.)

The Outreach team also emphasized the fact that as the school atmosphere shifts from a college oriented thrust to one of a career development base, students thereby freed from rigid college entrance requirements will have the opportunity to elect to explore art, music, science, math, industrial arts, distributive education, etc. Thus, enrollments would increase in these subject areas by interested students.

The Outreach staff stated clearly that it sought the infusion of career education within existing curricula rather than a substantial curriculum revision.

Tour

Most participants chose to take a tour of County Center. It was felt by the Outreach staff that experiencing a tour of the Occupational Education facility should broaden the educators' perspective of occupational education and its vital role in the total career education spectrum. This judgment was based upon the assumption from Outreach's findings last year, that Long Island educators tend to be college oriented and to be unaware of or to look disdainfully upon vocational training alternatives which require less than a baccalaureate degree, or that they perceive such training as suitable for only young people who cannot achieve in the traditional educational system.

Those who took the tour were very favorably impressed by the BOCES facilities. For a few this increased their fears "of a take over". Many others, however, saw tremendous possibilities the facilities offer to serve young people by providing up to date skilled training. For all, however, the Outreach program itself, was over shadowed by the BOCES equipment and the BOCES image.

"100% For Career Education/150% Against Change"

These educators readily acknowledged the benefits to be derived from their pupils receiving adequate career information and guidance. It was as though the topic of career education ranks with "Mother" and "The Flag" in that no one spoke ill of it. However, they immediately verbalized reasons as to why they themselves could not bring focus upon career education in their schools. Obstacles ranged from the Board of Regents to the parents:

(1) Requirements for the diploma leave little flexibility for the inclusion of such a program in the curriculum.

(2) Classes facing a Regents Examination can not devote time to career information.

(3) Their principals want even the non-regents courses to follow uniform syllabi which are not to be deviated from.

(4) Parents want their children in college preparatory classes.

(5) Career education isn't their responsibility; it belongs to "Guidance", but "they" are doing an inadequate job.

(6) Chairmen felt powerless in effecting change. One chairman's statement summed up the general attitude:

"When the memo comes to me from the Superintendent's office telling me to do this, I'll know 'they' really do want a change."

Meeting with Department Chairmen (contd.)

Departmental Attitudes

There was extreme contrast in departmental attitudes. Hostility was strongest from science and math department chairmen. Some indicated these ideas are old, not new, and represented innocuous rather than significant change. They said they already had been doing much to bring students career information as it relates to their subject.

SUGGESTIONS FOR BOCES

(Suggestions made by Department Chairmen for BOCES to implement)

(1) More effective communication is needed between BOCES and the home school instructional staff. Department chairmen felt that they wanted to have more input in BOCES planning. Example: One chairman's school offered medical laboratory technology. He wondered why he wasn't consulted when medical laboratory technology was considered as an offering in BOCES. These "institutional barriers" must be overcome.

(2) BOCES students could be used in a variety of ways in the home school to dispel negative images: as panels before groups of parents, teachers, board members, students. BOCES students could speak directly to other individual students interested in similar programs.

(3) Home school principals should be invited to hold a faculty meeting at a BOCES center.

(4) Board members should tour BOCES centers while classes are in session.

(5) BOCES literature should be disseminated through the public libraries. BOCES films could be shown in libraries also.

(6) BOCES needs to communicate its funding procedures and perhaps modify some financing arrangements. Example: Although as much as 60% of the original expenditure per student is refunded to sending schools, many districts cannot budget the original outlay. At every meeting there were many questions on the reason for the specific sum now charged by Nassau BOCES Occupational Education program.

(7) Another service to schools would be to make available a speakers service bureau which teachers could use in much the same way that the film library is set up.

(8) Change the name, thereby changing the image: "BOCES Community College" was one such suggestion wherein Occupational Education courses would be offered to high school graduates. Also, the centers should be called campuses! Example: "Northeast Campus," and/or given names of prominent persons, "Marland Campus" (after the U.S. Assistant Secretary of Education, Sidney P. Marland).

(9) There is need for better articulation of programs. Courses in such areas as home economics offered in the home schools should be served as a foundation. BOCES should make available the advanced levels and accept the credit earned from the fundamental course. Home school department chairmen would like to cooperate with curriculum planners and team leaders.

Meetings with Department Chairmen (contd.)

(10) Since home economics and industrial arts teachers have strong backgrounds in occupational areas, they would be effective in teams with academic teachers and BOCES counselors or BOCES teachers in changing attitudes at the home schools. BOCES should cooperate more closely with them.

(11) The State should mandate that all sixth or seventh graders should have some exposure to "BOCES type" courses.

(12) BOCES should offer a mini-course of three weeks length for students at the junior high school level to give them exposure to a variety of career fields. This should be offered at the home school in close conjunction with BOCES, using the BOCES shops and classrooms to provide realistic learning experiences.

(13) Suggested slogans: "To Industry through BOCES." "Consider career training then college if it's necessary."

(14) BOCES should provide specific information for each course offered on the extent to which graduates from these courses attend college and give names of specific colleges attended.

SUGGESTIONS FOR OUTREACH

(Suggestions made by Department Chairmen for Outreach to implement)

A. *Regarding Career Exploration Activities:*

(1) Video tapes should be made of the Career Exploration Day programs for future use in home schools. Some home schools offered to tape the sessions.

(2) Outreach should run a career day at each home school or run career days at BOCES County Center for all schools. Having only nine students from each district seemed minimal.

(3) Career Exploration Days should be made more attractive to the college preparatory student.

(4) Have liaison person in schools organize student panels to speak to classes in their home school. Panels could consist of BOCES students and home school alumni.

B. *Regarding the Changing of Attitudes:*

(1) Much must be done to change attitudes of home school personnel: guidance counselors, parents, principals, board members.

(2) Outreach should offer workshops for parents.

(3) Outreach should prepare a bibliography and handbook of facts for parents.

(4) Place parents in all districts on the mailing list for career information.

(5) Outreach should prepare a unit on how to work with parents re: career development, perhaps through workshops.

Meetings with Department Chairmen (contd.)

C. Regarding Workshops

(1) Idea for a workshop: Demonstrate how to conduct a discussion with a student of which career day(s) he might find most profitable to attend. This would help him to learn what is involved in making choices.

(2) Times to meet for workshops: It was felt that principals would not release teachers to attend workshops during school hours. Using Superintendent's days was suggested. Wednesday afternoons would be possible for Glen Cove since time for such workshops is already scheduled in the union contract. The major suggestion was to use regular department meetings already scheduled rather than try to interest staff in after-school or Saturday workshops.

(3) When the team concept of workshop participation was discussed with principals, they agreed it is the best way to introduce a new idea. They also said selection of staff to attend workshop (i.e. by assignment or "encouragement to volunteer") would be a key factor in improving chances of developing an effective program.

D. General

(1) Outreach should develop a list of definitions of terms used in career education for use in workshops.

(2) Offer a mini-course specifically dealing with work attitudes; i.e. employer-employee relationship. One needs to substitute one set of values for another.

(3) Some expressed concern that Outreach was limited by having only three counselors working in several schools in seven districts so that individualized service to meet each school's special needs as they saw them was not possible.

SUGGESTIONS FOR THE STATE EDUCATION DEPARTMENT

(1) The State Education requirement of Physical Education for all students for four years was frequently cited as a barrier in scheduling students for occupational skill training during 11th and/or 12th year. It is often difficult to arrange a half day at BOCES plus required Social Studies, English, and Physical Education that fits in with the home schools total needs in scheduling. Many times the Physical Education requirement becomes the tail that wags the dog.

(2) For the high school diploma, New York State requires a three year sequence in one area other than English and Social Studies. Every time this topic was raised in a group a heated discussion arose regarding conflicting versions of what the facts are. Doubts were expressed on whether the three year sequence requirement could be fulfilled through BOCES courses. Precise information from the State Education Department has been received which now should clarify this matter.

SUMMARY EVALUATIONS

Early in the series of meetings, a questionnaire utilizing many items from Dr. Munson's "Attitudinal Survey on Career Education" had been given to the visitors in order to assess their attitudes. After the 5th meeting this instrument was discarded since some participants seemed to be annoyed at having to complete the form. It provided no definitive data, and it was awkward to administer in the meetings that developed as the Outreach staff responded to the real needs of the groups for open, free discussion. Thus, the resulting evaluation of the meetings remains subjective.

Meetings with Department Chairmen (contd.)

Positive reactions of department chairmen to these meetings included:

(1) Some enthusiasm for the Outreach program and a desire by many to cooperate with our staff. Also, many good suggestions were made to help the program achieve success.

(2) A re-evaluation and reconsideration of BOCES as a positive alternative to the traditional school curricula.

(3) Some enthusiasm was engendered toward career education.

(4) A noticeable change reflecting more openness occurred during many of the sessions. What began as a reserved formal atmosphere with many questions tinged with hostility, turned in the last three quarters of an hour to openness in discussion which appeared to reflect a new view of the need for some change. This was especially due to three factors:

(a) the tour of BOCES facilities and seeing students engaged in learning activities.

(b) the information disseminated regarding trends in the career field with statistics showing that though many enter college as few as 17% of the pupils complete 4 years and receive a bachelor's degree and that the U.S. Department of Labor predicts that only 17% of the jobs in the 1970's will require a 4 year college degree while in grave contrast, the schools are blindly attempting to prepare the majority of students - psychologically, as well as academically - for college and high level professions.

(c) Increased awareness of the void called general education which does more to turn young people away from school than to prepare them for life.

Other statements and reactions included:

(1) Perhaps most saddening for the Outreach staff was a general feeling that many of these department chairmen are presently overwhelmed and preoccupied with many in-school demands. They have experienced many shifting priorities for special programs and are wary about even the thought of "re-gearing" to meet demands of another program which some perceive as dictated from a far away bureaucracy. (Immediate budget problems in some districts, the aftermath of a strike in one, are uppermost in their minds.) They have responded before to requests to change directions and priorities and will undoubtedly do so again, but they appear to approach the need for change with apathy rather than great enthusiasm or eagerness.

(2) Some participants expected more emphasis on specific, simple, low cost techniques they could immediately use to bring careers into the classrooms rather than an overview of career education with its implied threat of substantial change in school structure. The Outreach staff, as representatives of BOCES, presented a threat to them in that they feared our program would effect curriculum change. Greater resentment was evident among some toward BOCES in that they envied the expensive equipment BOCES has.

Meetings with Department Chairmen (contd.)

(3) Central meetings were perceived by some as a "hard sell" for BOCES.

(4) Central workshops - there was little positive interest.
No specific poll was taken on whether to proceed with the central spring workshop plan discussed in the fall meetings. However, it was clear that to try to satisfy seven districts on seven different time schedules, with different union contract requirements and different administrative policies and priorities was difficult if not impossible through one central program. (For example, some chairmen questioned whether in-service credit could be earned if the course is not directly related to their subject area.)

Were similar planning workshops to be held again, they should not be held at 8:00 a.m. As it was, last minute preparation had to be moved to 7:30 a.m. or made after the participants arrived.

In retrospect, it is clear that the separate roles and functions of Outreach and BOCES should have been clearly delineated at the outset of each meeting. Without such clear definition, the Outreach team found itself on the defensive, in that, when BOCES was adversely criticized the staff felt that Outreach was also implicated. Sometimes allies may have been alienated when one or more Outreach team members appeared too sensitive to adverse remarks about BOCES.

Conclusions - Outreach Builds a Bridge

The Outreach staff regarded the Fall workshop planning meetings as exceptionally worthwhile if only in the respect that these encounters with key school personnel provided a chance to learn about, begin to understand and then create the opportunity to "chip away at attitudes."

These meetings provided important and necessary exchanges of information from members of different districts. Also feedback was given to the Outreach staff as to current thinking in these schools. This became the basis for program planning for January - June.

The Outreach staff responded to the repeated requests that all programs be done at the home school and decided that it must move at the pace and in ways acceptable to the people the program is designed to serve. Emphasis in planning for January - June shifted from central staff workshop programs offered at BOCES on specific dates and times to highly individualized liaison activities in the home schools.

Outreach provided the first link that department chairmen had to talk to representatives of BOCES to clarify issues and "listen to gripes." In this sense Outreach attempted to build a much needed bridge between the BOCES Occupational Education Program and the home schools.

SECTION IV

Career Exploration Day Programs

An important element of the Outreach program was to stimulate career exploration activities for students. The major innovative program developed and conducted by Outreach was a series of Career Exploration Days which combined visits to industry with presentation by panels of speakers from business, industry, government, and the universities; hands-on-experiences in the BOCES shops; and talks or demonstrations by BOCES counselors on how to plan and conduct field visits for career exploration. Through liaison activities in the schools other career exploration programs were organized and conducted (SECTION Va, Vb).

The Career Exploration Days were favorably received by the students as indicated by results of the questionnaires which students completed. One purpose of the Career Exploration Day was to demonstrate to home school staff more effective ways of providing career exploration for these students.

Career Exploration Day Programs (contd.)

Spring and Summer Planning

Spring: Meetings were held with each of the BOCES team leaders, representing 60 different occupational courses, for program ideas. They provided suggestions for speakers and field trips and agreed that six major career areas should be focused upon. These were: - Services to People, Transportation, Manufacturing and Construction, Business Management and Office, Graphics and Communications, and Environment. Building arrangements were made for reservation of the NERC (Nassau Educational Resource Center) conference room, for parking facilities, for transportation to BOCES County Center, and for custodial staff.

The proposed schedule of Career Exploration Days follows:

October 17	-	Health, Personal, Foods
October 24	-	Social
November 14	-	Public
November 21	-	Automotive
November 28	-	Air and Travel
December 5	-	Marine
December 12	-	Rail
December 19	-	Construction
January 9	-	Manufacturing Products
January 16	-	Manufacturing Goods & Materials
January 23	-	Electronics
January 30	-	Service and Repair
February 6	-	Banking, Insurance, Real Estate
February 20	-	Office & Systems
February 27	-	Retailing
March 6	-	Advertising
March 13	-	Printing
March 20	-	Communication
March 27	-	Animal Care
April 3	-	Horticulture
April 10	-	Forestry & Ecology

Summer: Meetings were held with BOCES Advisory Board members. It was decided that each program should include personnel from industry and from post-secondary education.

Complete plans for the first three programs were made prior to school opening.

MINIMUM STAFFING REQUIRED FOR BOCES AND HOME SCHOOLS

(1) One BOCES counselor arranged and conducted programs.

(2) One additional counselor covered the office, handled the phone calls from home schools re "lost" students, bus problems, late speakers, etc.

(3) It was recommended that home schools provide one adult (guidance counselor, teacher or parent) per ten students. They often failed to do this and for this reason BOCES staffing was required for crowd control. The experience of the Outreach staff showed that BOCES must be prepared to have one additional adult (counselor, para-professional, or clerical) per 25 students attending the program.

(4) If employer facilities are small and two field visits are arranged for same day, an additional BOCES counselor must be involved. Therefore, a minimum of three BOCES counselors were needed.

HOME SCHOOLS' ROLE

In September a central meeting was held with the liaison counselor from each of the seven school districts to outline procedure and plans for Career Exploration Days.

Selection and Preparation of Students, Program Publicity

Some schools decided to open the program to one grade (i.e. 8th or 9th). Other schools opened the program to everyone in both junior and senior high schools. One recruited in classes such as science, home economics, industrial arts, or contacted the nurse for interested students.

In each school the liaison counselor decided on the method to motivate students. Some went into each class to tell them about the program. Others sent flyers supplied by Outreach. In other schools the Outreach counselor was asked to speak to selected classes.

A major resource for publicizing programs were bulletin board materials featuring the train theme (Appendix 6). photographs and posters supplied to each school by Outreach. Some schools put the material up on a conspicuous bulletin board immediately, while others delayed, claiming they did not have time to do it. In these schools the Outreach counselor put up the bulletin board material and had to continue to maintain it. New bulletin board material was supplied to each school depicting the six career areas throughout the year.

In some schools the Outreach counselor spoke to the entire faculty of the school to motivate them to participate by discussing the particular career areas in their classroom and by utilizing free loan films supplied by Outreach concerning the career being focused upon.

Due to limitation of space at BOCES County Center, it was decided that a total of 65 students could be accommodated on each of the Career Exploration Days, therefore, each school was told to select nine students to send. Later, because of absenteeism of students and some schools sending few students, this quota was eliminated. Counselors or secretaries processed student permission slips.

Career Exploration Day Programs (contd.)

The home schools arranged for their students to arrive on the regular morning BOCES bus to County Center and return by the same means. Specific arrangements on busing were essential before every meeting. There were many "bugs" to be worked out. The bus driver did not pick up some students in the morning, brought them to the wrong center, or arrived at County Center quite late.

Home school counselors in at least three districts, Westbury, Uniondale and Glen Cove wanted to and did plan Career Exploration Programs at their schools in the Spring. However, they relied heavily on the Outreach counselor for implementation.

BOCES' ROLE

Step 1: Phone calls were made to prospective speakers.

Step 2: A letter detailing the purpose of the program and suggestions as to what the speaker should cover was sent. In each case, members from industry or from higher education were cooperative and no one refused to participate.

Step 3: Contact was made with BOCES team leaders, teachers, and the building principals to arrange hands-on-experiences.

Step 4: Two weeks before each career day, a second letter was written to each of the speakers of the program reminding him of the program and enclosing directions to County Center. Liaison counselors were reminded of the next program. An outline was supplied for their use in motivating students and they were asked to indicate how many students they would send.

Step 5: One week before the program the BOCES transportation office was contacted for bus arrangements.

Step 6: Phone calls were made to each speaker two days prior to Career Exploration Day as a last minute reminder.

Step 7: The day before the program a reminder was sent to the personnel supplying the refreshments and to those BOCES staff members who were conducting hands-on-experiences.

Step 8: Material for distribution were prepared and collated. The film was reserved and equipment was readied for showing.

Step 9: "Thank you" letters were sent to representatives from business and industry speakers who participated in the program.

SAMPLE PROGRAM

The following format for the Health Career Exploration Day provides an example of the typical program:

(1) Students arrived at 8:15 a.m. and were escorted to conference room.

(2) Refreshments were provided.

(3) The program was introduced by an Outreach counselor.

(4) A grooming demonstration was provided by BOCES Cosmetology students.

(5) An Administrator of Nassau County Medical Center discussed the many jobs available at a large hospital.

(6) The Division Head of Health Careers at the State University of New York at Farmingdale discussed education requirements for health careers.

(7) A panel of BOCES graduates and students in the health field answered questions concerning decision-making as it related to their own career choices.

(8) Some students chose to join small groups for an informal discussion with the speakers, others chose to see films on health careers.

(9) Students had lunch which they brought from home. BOCES occasionally provided a sandwich to students who forgot lunch.

(10) The students chose a hands-on-experience in one of three BOCES shops. They selected from Medical Laboratory, Dental Laboratory and Nursing. This hands-on-experience took place during the hour when no regular BOCES students were in the building. Therefore, BOCES teachers had only the Outreach students in their shops at that time.

(11) Students were taken to Nassau County Medical Center for a field visit. They visited the X-ray Complex, the Medical Laboratory and the Rehabilitation Center.

Participants from industry, business, government and higher education. (Appendix 7).

Career Exploration Day Programs (contd.)

Reactions of Students

Most students enjoyed the Career Exploration Days and felt they benefited from it. On the first day a few made the following comments:

(1) Speakers talked too long.

(2) Speakers were too general; they should be more specific.

(3) Speakers tried to cover too many fields.

As a result of these comments the format of the program was changed and instead of each speaker speak for 15 minutes, a panel was formed and each speaker answered questions put to him or her by the students and Outreach counselors. After this change was instituted no comments were made that the speakers were boring.

Two forms were used to obtain reactions from the students (Appendix 8a, 8b).

The results of the first questionnaire entitled, "We're Glad You're Here", are shown below:

TABLE II

Student Response to Career Exploration Days

Questions	Total*	
	YES	NO
Did you enjoy this day?	90%	10%
Did you learn something new about careers?	89	11
Would you like to learn more about career choices open to you?	90	10

*First four programs
Not all students responded because the form was handed out at the beginning of the meeting but not collected by the liaison counselor.

These results of the meeting overwhelmingly indicate that the students enjoyed and gained much from these experiences. From a total of 91 students responding 92% said they enjoyed the day and learned something new about careers. After the first six meetings the questionnaire format was changed to permit assessment of reactions to the separate elements of the Career Exploration Day.

TABLE III

Student Response to Career Exploration Days Showing Evaluation of Separate Elements Listed

	"Liked" or "OK"	"Disliked"
Panel of Speakers	90%	10%
Panel of Students	85	15
Film or Film Strip	90	10
Opportunity to talk with Individual Speaker	94	6
Hands-on-experience	98	2
Field Visit	99	1

A number of questionnaires were not received because many students did not hand in the questionnaire at the end of the day. When Outreach counselors began collecting them, more were received.

Reaction of Staff

A meeting was held with the home school liaison counselors and pupil personnel directors for their reactions to the first four Career Exploration Days.

The major comments focused upon four areas:

(1) Since the Career Exploration Day Programs were held at BOCES, home school personnel voiced fear that students' exposure to BOCES would influence students to seek to attend BOCES without having explored a variety of career possibilities.

(2) Counselors from schools, which because of budgetary limitations had set quotas on the number of students attending BOCES, expressed concern when too many students might wish to attend BOCES, thus placing counselors in the awkward position of denying students access to a program.

(3) Some career programs were too broad in scope and did not meet the needs of some students.

(4) Transportation arrangements at the home school caused problems out of proportion to the numbers of students involved.

As a result of this meeting much discussion took place whether the program, as originally conceived, should be continued or modified. It was felt that perhaps 21 programs at BOCES County Center would appear to be exposing a great number of students to BOCES and would be interpreted by the schools as a "hard sell."

A poll (Table IV) was taken in each of the seven school districts to determine whether the programs should be continued or modified.

Career Exploration Day Programs (contd.)

Their reactions were sought to the options below:

(1) Career Exploration Day every Tuesday as originally planned at County Center, including hands-on-experiences.

(2) Four Career Exploration Days at County Center, including hands-on-experiences, encompassing: Manufacturing and Construction; Business and Office; Graphics and Communications; Environment

(3) All Career Exploration Day activities to be held in home schools.

(4) Career Exploration Day held in home school in combination with one other Outreach school without hands-on-experiences.

(5) No more Career Exploration Day programs.

TABLE IV

A Poll of Liaison Staff in the Seven School Districts to Determine Whether Career Exploration Day Programs Should be Continued or Modified.

School	Option	At BOCES All #1	At BOCES 4 More 2	At Home 3	School 4	None 5	Total
Westbury		2	-				2
Malverne		-	3				3
Roosevelt		**3	-				3
Uniondale		1	3+1*				4
Long Beach		1	-	1			2
Glen Cove		2	2*	2*			4
Manhasset		-	3				3
		9	12	3	0	0	21

*Glen Cove selected 2 and 3

*Uniondale (Turtle Hook School) selected 1 and 2

**Roosevelt had not participated in Career Exploration Days because they were on strike. They wanted an opportunity for "full program" as originally offered after the strike was over.

All schools wished to continue the program in some form. Table IV shows that the majority preferred having a reduced number of exploration days. It was therefore decided to have five more exploration days including Construction, Manufacturing, Business, Graphics and Environment and to offer each district the opportunity to have at least one Career Exploration day in its schools.

Experience of the Outreach staff showed that the programs used more BOCES Outreach counselor staff time than had been anticipated. By reducing the number of Career Exploration Days to be held from January through June more time would be available for the Outreach counselors to spend in the schools.

Summary

A total of eleven CareerExploration Day Programs were held during the school year 1972-73. These included the following career areas: health, social, public, automotive, aviation, marine, manufacturing, construction, office systems, graphics, environment. Thirty-three representatives from industry and business, ten from government, and nine from higher education participated in the programs. The students visited twelve different places of business and had a hands-on experience in twenty-two different career areas. A total of seven hundred students participated in the program. The following organizations were involved in the Career Exploration Days:

Post-Secondary Institutions

State University at Farmingdale
Adelphi University
Nassau Community College
U.S. Merchant Marine Academy

Business and Industry

Chrysler Motors
American Airlines
Bay Marine (Merrick)
Austin Travel Bureau (Hicksville)
Glen Cove Yacht Service
Levitt and Sons
General Electric
Sperry Gyroscope
Franklin National Bank
All Metal Screw Products (Garden City)
Gimbels
White Modell
Tobay Printing (Massapequa)

Government

Probation Department, Nassau County
Civil Service Commission, Nassau County
Nassau County Medical Center
Family Service Center
Apprenticeship Training
Sloan-Kettering Institute for Cancer Research
Eisenhower Park, Nassau County
Nassau County Environmental Control
Planting Fields Arboretum

There was overwhelming enthusiasm of students for the program; they liked the fast pace and varied activities. Every student found something of interest to pursue. Home school staff attitudes varied. Most were favorably impressed, however, none of the schools adopted the concept for their schools by initiating such programs themselves.

Career Exploration Day Programs (contd.)

Conclusions

The reasons that this Career Exploration Day format was not followed through in the home schools was due to the nature of the school structure, the lack of know-how on the part of the schools, and insufficient knowledge of practical techniques to initiate these programs.

Outreach found great cooperation from personnel in industry and higher education. This was partially due to the already good relationship of these people with BOCES, some of whom were advisory board members. As the Assistant Superintendent of BOCES, Mr. Frank J. Wolff, remarked while addressing the members from industry, government and higher education who participated in the Career Exploration Day Programs, "For years educators have been paying lip service for the need for cooperation between education and industry. This program has shown, in a practical way, that this cooperation can provide excellent service to young people in exploring the world of work."

SECTION V (a)

Liaison Activities (September - December)

During this initial phase the three Outreach counselors set aside one day each week to provide liaison activities to twelve schools in the seven districts that Outreach served. The initial liaison contacts with administrators and guidance personnel provided the opportunity for the Outreach staff to outline its purposes, goals and program for the 1972-73 school year. The roles of the Outreach and home school counselors and the ways of implementing the program were discussed. The Outreach staff displayed samples of materials it would provide for bulletin boards and classroom use.

During the September - December period, the Outreach counselors made 61 administrative contacts; 84 contacts with Pupil Personnel Services Chairmen and the other counselors; 305 with department chairmen and teachers including faculty meetings; 12 with board of eduction members; 32 with other school personnel including librarians, social workers, and audiovisual coordinators. An estimated 500 students were contacted in groups or classrooms. No students were counseled individually except on an informal basis. Community groups Outreach dealt with included Parent/Teacher Associations and one mother's group.

Continuing liaison with school personnel included coverage of the following topics:

(A) Career Exploration Day Program:

(1) Transportation arrangements for pupils.

(2) Provision of home school personnel to accompany students from each district and to observe a model program which they might adopt.

(3) The value of orientation and follow up of students who attend the sessions.

(4) The value of involving the entire home school staff in the program.

(5) The expressed concern that the panel of students in the program remain "neutral" about BOCES.

(6) The concern that home school counselors' effort and time were essential to make the program effective, (i.e. selection of students, orientation, completion of bus passes, bus arrangements, follow up).

(B) Bulletin Board Materials

(1) Career of the Month material provided by Outreach Careers Express (train) with six job clusters with each represented by a railroad car, pictures of people on the job, charts, and cartoons to emphasize the career being concentrated upon for a particular time period.

Liaison Activities (September - December) (contd.)

(2) Suggestions for committees of students from art classes to arrange and maintain bulletin boards.

(C) Audio-visual Materials

(1) Lists of free films, film strips, cassette tapes, kits, slides and games available through Outreach were provided to the schools. During this period (September - December) only two districts made any considerable use of these materials (Appendix 2).

(2) One school used 13 films in a three day "Career Film Festival." However, little or no orientation or follow up was provided the students who viewed these films.

Initial obstacles to effective liaison were encountered in the schools. Items 1 thru 5 below focus upon the assigned liaison counselor while the remainder deal with attitudes of teachers and department chairmen.

(1) The link of Outreach to BOCES became a point of confusion and friction in the implementation of effective service to the schools. The existence in some schools of quotas on the number of pupils who may attend BOCES caused at least one home school counselor to question the ethics of his involving young people in career exploration programs at a BOCES center for if they became interested in related courses, they could not attend.

(2) Suggestions provided by the Outreach counselors were unheeded by many liaison personnel (i.e. to have Outreach counselor speak to faculty, to set up a careers night, to present programs at P.T.A. meetings, etc.). Therefore, the faculty and parents remained unaware of Outreach programs in many schools.

(3) There was no orientation or follow up of pupils attending the Career Exploration Day programs, neither was there any expressed desire to implement the program in the home schools.

(4) Office space for Outreach counselors to use in the home schools was provided in only a few districts.

(5) The counselors in all schools were very cooperative. However, in several schools they seemed hard pressed by other responsibilities. Two of the twelve teach part time, several are first year counselors. Lack of tenure was definitely reflected in the attitude of another. They lacked the status and influence in the school necessary for the development of a sound program. This factor also led to ineffective display of bulletin board materials and lack of communication to faculties about on-going programs.

Liaison Activities (September - December)(contd.)

(6) *Faculties at two schools (about 200 people) listened with cautious interest to the Outreach message about the need for infusion of career education into the total school philosophy. They asked few questions. In most instances they agreed to the tenets of Outreach but were reluctant to participate when it involved additional work by them. Many cited the very real pressures placed upon them as justification of their non-involvement.*

(7) *Teachers and department chairmen did not seek out the Outreach services.*

(8) *Repeatedly the Outreach counselors were confronted by the heavy emphasis of the schools upon college preparation as contrasted with the mere token attention given career development.*

(9) *In at least one school, counselor cooperation occurred only after leadership and interest was provided by the principal.*

(10) *One department chairman indicated strongly that his students had a greater need for social studies skills than for career information. Therefore, he could not devote time in the classroom for career development activities.*

The program met with a high degree of resistance as outlined above. Outreach counselors found in each school one or more key persons who sought the inclusion of career development and Outreach services in his or her area. For example, one social studies department chairman from one of the schools commented, "Indonesia is irrelevant for my students; career education is relevant. He arranged for all ninth graders (266 students) in his school to visit BOCES facilities as a career exploration project. For next year he is seeking to have each student visit BOCES twice, once for general exploration and a second time for hands-on experiences in areas of each student's strongest interest.

Summary and Evaluation

During this period progress was slow. Two Outreach counselors who were heavily involved with planning centralized programs (Career Exploration Days and Department Chairmen Workshops) could spend very limited amounts of time in each school. Another district, hampered by a lengthy strike, participated to a very limited degree. Thus most projects at the schools were primarily in a planning stage by the end of December.

The Outreach counselors realized that the schools wanted specific "packages" of techniques and ideas, and to have the Outreach counselor act as a resource person. Although there is merit in the concept that they come to the Career Information Collection at BOCES County Center to review and select appropriate materials for themselves, the home school personnel felt they were limited by their many pressing responsibilities. They sought therefore, to rely upon the Outreach counselors' "expertise" to select appropriate material for them.

Liaison Activities September - December (contd.)

Since little enthusiasm was evidenced regarding the holding of workshops in the spring, other alternatives developed.

A general lack of enthusiasm toward change and innovation pervaded the atmosphere in the schools. Many school personnel who praised Outreach when first informed of its proposed benefits to students and schools were found to be paying mere lip service when Outreach sought to follow up and utilize their cooperation to implement its program. Others however, provided excellent cooperation.

Principals, guidance chairmen, and other supervisory personnel in the schools sought to utilize Outreach services to implement "mini" courses for students, workshops for faculty, and programs for other groups in the schools. Therefore, as a result of the fall workshops and liaison in the schools, enough seed germinated to provide the basis for many activity-oriented projects to be planned and implemented during the second phase.

SECTION V (b)

Outreach Activities in Schools & Community(January - June)

As the school year progressed Outreach focused upon providing services directly to those faculty members and administrators requesting specific programs. To meet these expressed needs each Outreach counselor worked closely with staff members in their designated home schools to develop and implement projects and activities. This cooperative venture functioned on two levels:

(1) As a practical concrete approach by planning and conducting specific programs to meet immediate perceived needs of staff and students and -

(2) the theoretical basis in which Outreach staff introduced home school personnel to new concepts and presented them with new ideas and methods of utilizing career education and career development techniques.

As a result of this liaison activity a very wide variety of programs were developed and implemented including activities for the classroom, field trips with hands-on-experiences, a closed circuit T.V. panel of adults and students in five career areas, district-wide program planning committees, programs for community and parent groups - acquainting them with Outreach and BOCES, intern and counselor training, career testing, group guidance career education course material development, mini-course suggestions, and the planning and conducting of a career education workshop for home school staff members.

During this period Outreach counselors continued to preview audio-visual materials for future use, to develop career education materials, to provide bulletin board displays to the schools, to alert school personnel to new resources in career development, and to distribute audio-visual materials to schools requesting them.

Classroom Activities

Programs of at least one or more class periods involving speakers and or audio-visual material presentations were conducted in many of the schools in a variety of types of classes and at a range of grade levels from middle school through senior high school: business, science, English, home economics, health, social studies, art, music, drama, language and industrial arts. A special presentation was made for junior high school boys in two plastics classes - alerting them to the many opportunities available in this expanding industry. In one school films were shown weekly to 8th graders in various career areas.

An Outreach counselor provided speakers in various occupational areas for a program called Diversified Educational Exchange. He also met with three teachers of 12th grade social studies classes of Anthropology, Problem Solving and American Democracy, and Consumer Education in order to suggest ways to include career education into the curriculum, e.g. decision-making, job choice, job satisfaction, socio-economic factors, humanistic goals, labor projections, life styles represented by different occupations and career clusters. It was suggested that speakers cover topics on consumer values, frauds, Better Business Bureau and Nader's office. Reality testing would be experienced through students working a day in industry.

Outreach Activities in Schools & Community (January - June)(contd.)

For those faculty members who sought to introduce career education into the classroom, attempts were made to aid them to see the value of using career cluster concepts in order to simplify the task of presenting career information and in order to enable the student to visualize interrelationships between jobs. Also, the Outreach staff emphasized the value of relating careers to subject matter areas.

Ninth Grade World of Work Course

One Outreach counselor acted as a consultant to a home school counselor who conducted a group taking an elective course called "World of Work". The class met twice a week for 32 sessions. These 9th graders were taken on field trips, listened to speakers, viewed films and filmstrips, held discussions, and worked with the "Life Career Game."

Three of the speakers were the Mayor of the village, the school social worker, and the assistant principal. The five major areas of emphasis were self-awareness, career awareness, career exploration, educational/occupational requirements and opportunities and decision-making.

One of the decision-making activities that was programmed for the class was the "Life Career Game". This technique is geared toward providing opportunity for teamwork and practice in decision-making in family life, education, occupation and leisure time activities on a simulated basis.

The introduction of the game as well as the setting up of teams and choosing of student profiles for each team went well. However,when the students had to make a decision for the student profile they had chosen to work with a negative reaction set in.

As it was, out of a class of twenty-one, only six students showed enough interest and perseverance to continue to work out the problems presented on their own.

Some students felt it was too much work, others felt that the student profile was too good (above average) or too poor (below average). They felt they would identify more readily with our average student profile.

In assessing the attitudes, it was found that only if the counselor (instructor) discussed each profile individually, and worked step by step with the students, were a few more students willing to continue the decision-making process.

It was therefore decided to stop work on the "Life Career Game" and turn to an activity that held more current interest for individual students and could be discussed in a group setting. For example, a student who wanted working papers for a job for which he did not meet the minimum age requirement.

Since some students in the class were involved with the social worker they wanted to know more about his occupation. Therefore he was brought in as a speaker as was the assistant principal of the school.

The over all evaluation had to take into consideration the fact that the class was an elective and many students who chose it were not fully aware of what direction the class would take.

Also, they seemed to enjoy the discussion, field trip and audio-visual presentations rather than pencil and paper activities.

Outreach Activities in School & Community (January - June) (contd.)

The students who tended to be more interested in making decisions using the simulation techniques also tended to be more concerned about what careers they would follow than did others who seemed to have no desire to focus on planning for their future careers.

Thus, there is no judgment being made on the merits of the game, only that under varying situations and varying class compositions, it is necessary for the counselor to be aware of the different levels of occupational maturity of his students and to be flexible enough to make provisions for a variety of student needs.

Field Trips and Hands-on-Experiences (In addition to Career Exploration Days)

Field trips were conducted to the New York Telephone Company facilities at both Deer Park and Hempstead, to the County Court House, and to the Levitt homes at Glen Cove. Four classes (about 100 pupils), from one junior high school were taken to tour BOCES County Center facilities as an exercise in career exploration. Another group of eleven hyperactive boys were provided hands-on experiences in baking and food preparation. A hands-on experience from a "small instructional group" was also provided for tenth grade boys who were identified by their school as potential dropouts. Five participated in the program and went into masonry, machine and major appliance repair shops. From the groups, five plan to attend BOCES next year. Four students on other occasions attended four hands-on experiences in baking, horticulture, data processing, and animal care. A Student Advisory Committee (12 students) toured BOCES facilities. This field trip followed as an outgrowth of their faculty advising group tour. These students sought to become more knowledgeable about the offerings of BOCES.

Closed Circuit Television Program

A closed circuit television program was presented to about 300 seventh graders in one junior high school. The program included a panel of adults and students representing a variety of career areas: dentistry, fashion design, refrigeration and air conditioning, major appliance repair, and cosmetology. Two seventh graders represented their classes in asking questions which other seventh graders had written beforehand. These panelists provided excellent first hand career information, plus a high degree of enthusiasm for their fields.

Community Involvement

One of the "break-throughs" in one district was the undertaking by the director of the department of social services in the community to bring key personnel from the district to BOCES County Center for an orientation to BOCES and Outreach. The group (20 people) included the Police Commissioner, a manager of Chemical Bank, a trustee of the Board of Education, the Director of Reach (a drug rehabilitation program), the Director of the Spanish Brotherhood, staff members from the Can-Do Center, and the local Mental Health Clinic, the Principal of the junior high school and the President of the Central Council of Parent Teacher Associations (P.T.A.)

Outreach Activities in Schools & Community (January - June)(contd.)

The program provided the visitors a tour of BOCES facilities at the Center, a presentation of the goals and activities of Careers Program-Outreach and a luncheon prepared and served by BOCES students.

Guests were favorably impressed and verbalized their concern that more of their district's students should have the opportunity to benefit from BOCES Occupational Education programs.

This meeting resulted in another similar meeting of P.T.A. leaders from one elementary school. Also, materials were requested by the Spanish Brotherhood, and that organization arranged bus transportation for their young people who wished to attend the BOCES SOOP program (Summer Occupational Orientation Program). A board of education member who attended with the group felt he might have some influence in getting the board to allocate funds to enable more students to attend BOCES Occupational Education programs.

The Nassau County head of the Neighborhood Youth Corps and a representative from a district branch met with Outreach staff to learn of the programs and resources available to the Corps through BOCES and Outreach. Members of the Corps never followed up this meeting with any formulated plans. Shortly after the meeting their funds were cut significantly.

From another district the director and staff of the local community service center visited BOCES County Center. They expected to find that attendance at BOCES limits a student's opportunities for entering college and they were surprised to learn that BOCES attendance, in fact, enhances the opportunities for college programs. They also expressed concern that the stigma of attending BOCES be overcome. In another meeting with their group at their center a presentation was made to outline the framework of career education and to describe BOCES and its offerings more fully. Students, staff members, and parents were included in the group. They were concerned that counselors in the home schools were not giving career guidance and suggested that more programs of this nature be conducted in order to reach more people in the community.

Parents

The three Outreach counselors provided tours of BOCES and an orientation to career development for small groups that totaled approximately 125 parents during a three month period. All these visitors were deeply impressed with the facilities and opportunities available to young people. Also they asked pertinent questions about why their own districts did not send more students to BOCES Occupational Education programs. They were frequently appalled when they learned that some districts set quotas on the number of students they permitted to attend BOCES.

A Job Opportunities Night program was held in one of the high schools in cooperation with the P.T.A. This program utilized BOCES team leaders and instructors from fourteen career fields who spoke to parents and students about job opportunities in areas related to their fields of expertise.

Outreach Activities in Schools & Community (January - June) (contd.)

Luncheon Meetings with Business and School Personnel

Two luncheon meetings were held for persons who cooperated in the Outreach programs this year. One was devoted to demonstration of appreciation to members of industry, higher education and government who participated in making the Career Exploration Day Program a success. Of 53 invited, 30 attended. These participants were presented with certificates of recognition. The purpose of the other meeting was to discuss progress of Outreach to date, to demonstrate new techniques in career development and to share ideas with 45 colleagues from the home schools.

Both occasions served their purpose well and provided increased awareness of work in career development and promoted working relationships for future cooperative ventures in career development programs.

Visit to Other Career Programs

Two home school liaison counselors, an Outreach counselor and the Outreach consultant visited the career model projects at Hackensack and New Brunswick, N.J., in order to gain ideas for career development in schools.

Intern Training

Outreach counselors provided several guidance interns and beginning counselors with a bonus service by giving them time and special assistance to meet their individual needs. In addition to acting as a resource person, Outreach counselors gave suggestions for techniques and counseling in career guidance.

Career Testing and Counseling

In one school thirty students were referred to the Outreach counselor for career counseling. This counselor administered and interpreted results of the General Aptitude Test Battery (GATB) for nineteen of these students.

Group Guidance Career Education Course Materials Developed

An Outreach counselor worked with committees of two districts to develop materials for a group guidance program or career education course for students which could be conducted by counselors working at the 8th, 9th or 10th grade level.

In preparing the guide, the Outreach counselor developed some sections himself and also used pertinent materials from programs in other states at various grade levels. The committees reviewed the materials in relation to their perception of the needs of their students.

This completed guide now includes the materials selected along with a general outline which a counselor may follow in organizing the program.

Outreach Activities in Schools & Community (January - June) (contd.)

The outline is divided into three major areas, self awareness, career awareness, and decision making. Objectives and activities are included in each of the areas. Self awareness encompasses general personality development, concept of values and goals, concept of job satisfaction and attitudes, concept of interest and its relationship to the world of work, and woman's emerging role in the world of work. Career awareness includes the USOE occupational clustering system and the concept of Data, People, Things. Decision making covers the key steps in the decision making process and various games to teach decision making.

It is not intended to be comprehensive and includes only those materials that are available without cost or a very low cost. Counselors may also wish to review and include other materials on interest, aptitudes, abilities and/or occupational information which are available from publishers of educational and psychological materials.

"Mini" Course Suggestions

The existing schedule in one junior high school provided for the inclusion of "mini" courses in the curriculum. The principal expressed a desire for Outreach to provide suggestions and resource materials for teachers and/or counselors to use in offering a careers "mini" course to students. Teachers requested that the course cover only three to five sessions (40 minute periods). About six teachers volunteered to implement such a course. Several of these plan to offer the course next school year. An outline of the suggested components of the course appears below:

MINI COURSE SUGGESTIONS

(1) Film: "Work, What's It All About?" (30 min.)

(2) "Things to Do" - administered by counselor

(3) Filmstrip: "What Are Job Families?" (10-15 min.)

(4) Use "Occupational Clustering Systems" listings for students to find job titles to investigate further (Highest Score) (Second Highest Score)

(5) Students investigate job titles in Occupational Outlook Handbook and/or Dictionary of Occupational Titles (D.O.T.)

(6) Filmstrip: "Preparing for the World of Work"
Part I (12 min.)
Part II (16 min.)

SECTION VI

Career Education Workshop

(The following program is described in detail since it is belived to represent situations and problems typical of most districts).

The Outreach staff had originally planned to hold workshops at BOCES County Center during the spring semester for any home school staff members who were interested in attending them. However, during the planning sessions with department chairmen, held in the fall, little interest was demonstrated for workshops, especially those held outside the home schools. Therefore, when the guidance chairman in one school requested Outreach to conduct career education workshops at his school for the faculty in his district, the Outreach staff acquiesced, even though it preferred to hold the sessions where the resource materials of the Career Information Collection were housed - at BOCES County Center.

The district in which the workshops was held has an extensive population of disadvantaged (black, white and Hispanic). Minority groups, apparently dissatisfied with the public school since they feel it is not meeting the needs of their young people, have established their own "Community School". Leaders of these groups were concerned that too few of their students had the opportunity to attend BOCES occupational education program since the public school administration set stringent limitations on the number of pupils they would permit to attend because of budgetary restrictions.

These minority group leaders also criticized the public school system for being too strongly oriented for college preparation, thereby neglecting the needs of many students "advantaged" as well as "disadvantaged". This orientation functioned to the detriment of other areas which need more emphasis. Little real effort is made, they claimed, for counseling the disadvantaged young person to alert him or her of the variety of opportunities that are open to him or her.

Also, it may be noted that of a junior-senior high school counseling staff of 10 - 12 persons, none are of black or Hispanic background. Of the minority group young people in contact with the Outreach counselor for that district, few identified themselves with the school; in fact, most were anxious to leave it as soon as possible. These students did not perceive school as being relevant to their needs and their world. Many of the 16 - 18 year old dropouts from that district came to the BOCES Adult Center for counseling and occupational education programs.

The guidance chairman who requested the workshop sought to involve only his high school counseling staff. The Outreach counselor requested that the entire faculty of the high school as well as the junior high school be invited to participate. The chairman was reluctant to invite the junior high school people because their school day ended an hour after the end of the day for the high school people to wait a full hour before beginning the five sessions of the workshop. Therefore, an agreement was reached with the chairman and the junior high school principal that the junior high school faculty could attend if they had no class the last period of the day. Thus, the majority of those staff members from the junior high school who were interested were eliminated from attending.

About sixteen people enrolled in the course and fourteen completed it. One person from the junior high school came, and for only one session. One elementary school teacher joined the second session after hearing about the first session and remained with it, even though elementary school staff had not been invited. Over half of the members were high school guidance staff. The second largest group were from the business department.

Career Education Workshop (contd.)

The guidance chairman arranged with the assistant superintendent for one in-servi credit to be granted by the district for faculty members who completed the worksho.

The object of the workshop was to enable counselors and teachers to become aware of the importance of career education in today's schools, to update their knowledge of current trends in the world of work, to clearly define the meaning of career development. Four two-hour sessions including one field trip were originally planned. The Outreach counselor attempted to accomplish these objectives by adapting the format of each session to meet the needs of the staff as he assessed them. The sessions progressed from strong content orientation to focus upon attitudes since he assessed this area to be the major need for emphasis.

A brief agenda of each session follows:

First session -

(1) Introduction of members and outline of course distributed. (Appendix 14)

(2) Use of anecdote-puzzle to generate discussion: A boy and his father were in an auto accident in which the father was killed. The son, seriously injured, was sent to the hospital. The surgeon looked at the boy and exclaimed, "I can not operate on this boy; he's my son!" What was the relationship between the surgeon and the boy?
(Ans: mother and son)
A discussion followed about the changing role of women in work.

(3) Questionnaire distributed for completion (copy attached). This was used to point up attitudinal factors related to career development.

(4) Assignments made:

(a) Watch any three T.V. programs. Determine the work roles of the major characters and the attitudes of the cast toward those jobs.

(b) List three alternatives for a field visit by the class.

(c) Select from the bibliographies items for further reading.

(5) "Trends in Guidance" distributed. This is an unpublished paper written by the Long Island representative of the N.Y. State Bureau of Guidance. The current edition emphasizes the essential shift in basic orientation from college placement to career education by guidance personnel.

(6) Mr. Frank Castellano, Occupational Analyst of the New York State Department of Labor, provided copies of "The Changing Patterns of Jobs on Long Island, New York State and the United States thru the Seventies." These were distributed and discussed .

(7) Also distributed were seven job briefs which were updated by Mr. Castellano's office .

Career Education Workshop (contd.)

First Session (contd.)

(8) Transparencies - (15) were shown via the overhead projector to demonstrate the need for career education. National Statistics from the U.S. Department of Labor, cartoons showing unemployed college graduates, job clustering approaches to career education and career development information from authors (Hoyt, Drucker, Marland), were sources for this visual display.

(9) Slides which had been taken of the Outreach program, Career Exploration Days, were shown to the group to demonstrate one technique for providing career exploration.

Second session -

(1) Guest speaker: Dr. Marjori Brusasco, Consultant to Careers Program Outreach reviewed basic elements of career development theory and stressed the importance of educators preparing students to perceive Career Development as a life long process. Career development does not terminate when a person reaches 18; rather it continues well into the adult life. She indicated that counselors have been expected to give occupational information that is accurate for 60 years which is impossible since these factors change daily. Students need to learn resources they can turn to rather than expect to be "told" information. The three major components of a career education program focus upon "You" (the student-self-awareness), the Labor Market (Occupational Information), and Decision-Making (the procedure used in arriving at sound career choices).

The importance of understanding past and current social attitudes toward work was discussed. Current books mentioned as containing information in this area included Futures Conditional, by Robert Theobald, The Greening of America, by C. Reich, and Jonathan Livingston Seagull, by Bach. The speaker pointed out the fact that with an increase in welfare, people have learned that they "can eat without working" - one change from the Protestant work ethic which affected work attitudes of earlier generations.

(2) Assignment ideas for students suggested by Dr. Brusasco included learning to interview people and using a tape recorder to tape interviews with people from various occupations. These could then be shared with the class. A scrapbook could be kept of pictures and descriptions of a variety of jobs.

(3) Time was spent on the importance of career exploration and especially field trips as a technique to enable students to expand career awareness. The booklet, "Planning Career Field Visits" was distributed and reviewed.

(4) Discussion ensued which highlighted for the Outreach counselor the need to focus upon changing outmoded attitudes held by workshop members.

Career Education Workshop (contd.)

Third session -

(1) Guest: Mrs. E. Ferebee, Outreach Counselor. Since this session focused upon work with disadvantaged and minority youth, the Outreach counselor who conducted the workshop sought to incorporate the point of view of a black person.

(2) Star Power game played by group. The object of playing the game was to simulate to a slight degree the dilemma of the disadvantaged and allow members of the workshop to experience this feeling. (Since Outreach is committed to work in school districts with a high percentage of disadvantaged, and the faculty of this district faced a growing population of welfare recipients, this technique seemed quite appropriate).

(3) Discussion ensued in which the problems unique to disadvantaged youth were reviewed. Mrs. Ferebee focused upon the fact that total life styles are different for the disadvantaged and that their behavior cannot be judged by middle class values alone. This does not preclude the fact that with understanding and sensitivity in counseling, these young people cannot be aided to perceive wholesome objectives for themselves and to visualize approaches to take in order to achieve these goals.

Fourth session -

This session constituted the field trip to the Hicksville branch of the New York State Employment Service where Mrs. Barbara Jakeman, head of the Job Bank, informed the group of the excellent services provided by the agency for persons seeking employment. She demonstrated the procedure a person would follow in using the microfiche and the microfiche readers.

Approximately 3,000 job listings are available on two sheets of microfiche. Persons using these listings are directed to the area on the microfiche where jobs related to their interests and abilities are listed. They are then instructed how to use the reading device. When they select listings of interest to them, they ask the secretary for the address and telephone number of the employers and may make contact with them.

Mr. Castellano, Occupational Analyst for the New York State Department of Labor, outlined job trends on Long Island and New York City.

Fifth session -(note: Although four sessions were originally planned a fifth was held to provide the necessary ten hours required by the district for one in-service credit).

(1) The group viewed a video tape of Dr. Robert Hoppock conducting an alumni panel at the December 15, 1972, conference of Guidance Counselors on Long Island. This demonstrated a technique very useful and adaptable for school groups wherein young people on the job can relate their experiences to other young people.

Discussion followed with several members citing instances where they have used visiting alumni to speak to their classes.

Career Education Workshop (contd.)

Fifth session (contd.)

(2) A worksheet (Appendix 9) was given to each member to provoke thought as to the direction career education could take in their school district.

(3) A form was handed out on which members were to evaluate the workshop (Appendix 9).

(4) The group was given copies of an article, "College Graduates Face Paradox in Job Market" by Herbert Bienstock, Director of the Labor Department's Bureau of Labor Statistics for the Middle Atlantic Region

(5) One member read an article to the group written by Shirley Chisolm which appeared in a recent APGA Guidepost. Mrs. Chisolm stated that the disadvantaged rarely had been permitted to have any input into the planning of career development programs for the disadvantaged, and that such programs were usually devious means of shunting minority children into training for low paying, low prestige jobs; whereas she felt they needed better basic skill training in reading, writing, and mathematics to enable them to be prepared for college and the professions.

Additional materials distributed and discussed briefly.

"Careers Program Outreach - General Statement:
Plans and Purposes"
"Career Exploration Days Schedule"
"Career Exploration Days Agenda" (for Health Careers Program)
"Career Ladders" in -
a. Health Service Careers
b. Public Service Careers
c. Personal Service Careers
d. Social Service Careers
Occupations to Consider (related to a - d above)
"Field Trip Suggestions" for six career areas:
a. Services to People
b. Transportation
c. Manufacturing and Construction
d. Business and Management
e. Graphics and Communication
f. Environment
"Source List for Organizing a Career Library"
Planning Career Field Visits (booklet)

"Things To Do" (A manual for interest inventories)
An Occupational Clustering System Human Resources Research Organization (HumRRO).
"Career Education" Marland
"The Teacher's Role in Career Development"
"The Self-Directed Search" J.O. Holland (Vocational Interest Inventory)
"Career Exploration Planning Worksheet"
"Jordaan's Dimensions of Exploratory Behavior"
"Sample Objectives in Planning Career Education Activities"

Career Education Workshop (contd.)

Fifth session (contd.)

"Investigation of an Occupation" (Form for students)
"WISC" (Wisconsin Instant Information System for Students and Counselors)
"Occupational View Deck" (kit) - Chronicle Guidance Press
"Personalysis"(game)
"Careers" (Parker Bros. game)
"What Shall I Be? (game)
"Teacher's Guide: Introduction to Vocations" (N. Carolina)
"Teacher's Guide: Vocational Guidance Program"(Minn.,Wis., Mich.)
"Ninth Grade Social Studies Teachers Ideas for Career Education" (Minneapolis Public Schools)
"A Resource Guide for Career Development in Jr. High School" (Minn. Department of Education)

Reactions

Many dynamics affecting the group and its functioning must be understood in order to comprehend the behavior of members in the group and the direction the workshop took. Although one cannot be fully aware of all the personal interrelationships in the group, this writer will enumerate below some of the dynamics which seemed obvious to him.

(1) Most of the group was composed of the guidance staff, a fairly cohesive group who worked together in the same building. The Outreach counselor who conducted the workshop was from outside the district, thus looked upon as an "outsider".

(2) Both the guidance department and the business department offered students a semester course in career education during the term. Each department strongly resented the other's intrusion into the area and vied for student enrollment in their own course. Since student interest was meager in both courses, this resentment grew. The business department especially resented the fact that the guidance department had control over student programming of courses.

Note: Membership in the workshops included eight counselors and three members of the business department.

Thus in addition to the usual counselor-teacher friction, this increased resentment further burdened the relationship. The fact that workshop topics were frequently related to the career education courses conducted by workshop members, caused the friction to be continuously renewed.

(3) Although career education was viewed by all as a necessary ingredient in the school's program, many continued to hold the attitude that their first priority was to college placement.

(4) Teachers generally resent BOCES viewing it as an "Octopus" ready to engulf the educational program of the county. Teachers feel threatened as BOCES enrollments increase and home school enrollments correspondingly decrease, thereby reducing teaching jobs in those schools.

Reactions (contd.)

The Outreach counselor, as a representative of BOCES, therefore, became a target of this resentment and fear. When discussing those areas of career development which stressed "hands-on" experiences and acquisition of manual and technical skills, the Outreach counselor was accused of "pushing" BOCES Occupational Education courses. This pattern also followed when labor department statistics were shown to demonstrate that fewer jobs require four year college degrees. Also that more young people need manual and technical skills than are receiving them.

(5) Labor Department statistics which did not meet with one counselor's own assessment of the condition measured, were discarded by her and several of her colleagues.

(6) By virtue of the fact that the sessions were held in the home school, problems related to this fact occurred: These incidents, although not bad in themselves, are mentioned only to convey the tone of the session.

(a) Tardiness (10-15 min.) was frequent as members made "last minute" phone calls or "cleared their desks."

(b) Sub-groups frequently involved themselves in conversation about common pressing matters which had occured during the day. This sometimes took the form of kidding and joking.

(c) One home making teacher excused herself for leaving the class three or more times during the last session to check on cakes baking in the oven!

(d) Members left the room to make phone calls and upon returning told others of phone messages they too had received or calls they were to return.

(7) During one session away from the local school building,held at the New York State Employment Service, members' attitudes and behavior were markedly different. Close attention was paid, no sub-group conversations occurred, interruptions were minimal. Pertinent questions were asked.

(8) The guidance department chairman, the key person in acquiring the workshop for his faculty, attended only two sessions, the first one and the field trip to the Employment Service. This may have been a factor in the group's lax attitude.

(9) There was little interest in the "Planning Career Field Visit" booklet, and despite substantial encouragement to initiate some activity in this area, no one did.

Career Education Workshop (contd.)

Reactions (contd.)

(10) When the needs of the community, especially the disadvantaged were discussed, the group became hopelessly enmeshed in arguments that education was not the instrument to effect change in these people's lives.

(11) When the group was confronted by the fact that minority groups were starting their own "Community School" in the district, since they felt the public school was not meeting their needs, a counselor reacted, "Have any minority groups in any community been satisfied with their schools?" Such an air of smugness and complacency would appear to preclude the development of any atmosphere in which appropriate attitudes toward helping the disadvantaged could occur.

(12) The fifth (and final) session was held because the guidance chairman believed that the 10 hour minimum requirement hadn't been met in order for faculty members to receive their one inservice credit. The group considered that the four sessions were more than 2-1/2 hours in length, and therefore, a fifth wasn't needed.

It was in this spirit of resentment that they attended the last session. This factor, coupled with the poor audio portion of the video tape presentation aggravated some of the members who commented openly that they were annoyed and planned to leave. Worksheets and workshop evaluation forms were circulated and members were instructed that they could return the completed forms by mail. In two weeks, only two of the fifteen were returned.

Conclusions:

(1) Workshops of this nature will be more productive if they are held outside the home school facilities. An unfamiliar setting tends to create an atmosphere that is conducive to learning.

(2) Workshop membership should include faculty groups from several different districts. They would tend to dampen petty conflicts within small faculty groups.

(3) It is necessary that plans be made for discussion and exploration of personal attitudes as an essential step to precede any viable career education program for disadvantaged youth, human relations encounters held with school staff and dropouts, graduates, community workers from Neighborhood Youth Corps, Spanish Brotherhood, and other minority group members.

Career Education Workshop (contd.)

(4) More role playing and other interpersonal techniques should be used to simulate real life situations. Factual information and career education theory can only follow when the attitudinal groundwork has been laid.

(5) BOCES is in a position and in fact is obligated to provide leadership in changing the complacent attitude of educators of this county toward that large segment of careers which require vocational training for manual and technical skills.

(6) In light of educators' adherence to hard won contractual agreements with their employers, it is unlikely that many will become deeply involved in career education training sessions unless they are rewarded through such incentives as payment for their time or through graduate credit.

SECTION VII

Collection and Utilization of Resource Materials

During the summer preceding the school year 1972-73, resource materials were obtained for the Career Information Collection. These included model career programs from twelve states, ERIC documents, career booklets and pamphlets, labor market information and books by different authorities in the field. Over 200 films, film strips and film loops were previewed and evaluated. Of the total, fifty were selected.

The Career Information Collection was to be used to provide the seven Outreach schools with basic resource materials on careers, career development theories, techniques, audio-visual material and up-to-date information on current activity in career education.

A total of 773 people made use of the Career Information Collection and a toal of 80 audio-visual items were borrowed for use in the seven school districts. This included films, film strips, cassettes, tapes, kits, games and books. Following is a breakdown of the 773 people who viewed and/or used the Career Information Collection.

(1) Guidance counselors for Outreach schools	66
(2) Guidance counselors from other schools	315
(3) All other personnel from Outreach schools	172
(4) All other personnel from other schools	56
(5) From business, industry and government	43
(6) College faculty	11
(7) From community P.T.A. etc.	110

Some of the comments which follow give a clear picture of the value of this collection to home school staffs:

"Keep growing, beautiful!"

"This is a gold mine. What a delight!....a wealth of materials to choose from."

"Facinating....need more time to look around."

"Wow! May I spend a week here?"

SECTION VIII

Conclusions

"The career education concept boils down to an attitude - a mind set. It is a way of thinking, a point of view which holds that learning cannot be seen as an abstraction, divorced from the realities of life, and that the commitment must be to the learner. The student's interests, goals, and abilities come first."

Dr. William F. Pierce
"The Career Education Concept"
American Education, April, 1973

(1) The Outreach staff faced some resistance in varying degrees to the incorporation of career development into the programs of the schools in the seven districts which it served. Some resistance was anticipated; however, the extent and depth of this inertia was not fully realized until Outreach counselors attempted to engage key school personnel in programs to develop and implement projects to make career exploration a reality for students in each of these schools.

This lack of momentum was evident in a number of ways:

(a) The lack of priority and attention given to career development by the school authorities: boards of education, superintendents and principals.

(b) The unwillingness or inability of the guidance staff to perceive its role in career development and to take leadership in innovating and implementing programs to establish career development as a viable thrust of the total guidance program.

(c) The lack of local initiative in the utilization of bulletin board, audio visual and career materials by the schools. It was necessary for the Outreach staff to be very active to promote any use of these materials.

Conclusions (contd.)

(d) The lack of follow through from home school staffs on orientation and follow up of students who attended Career Exploration Day programs.

(e) The fact that few on-going programs or projects have been incorporated into the overall program of any school.

(f) The unwillingness of key school personnel (department chairmen in particular) to accept any role in career developemet. Instead they passed this reponsibility off to "guidance" and the administration.

(g) The apathy of school personnel to expend any time or effort on a new crusade or "fad" (as they perceived it) unless doing so entailed massive infusions of new money, new staff and new materials.

(h) The first half year Outreach worked in the home school with counselors assigned by each school's administration. A few designated liaison persons seemed either disinterested in the concept of career development or were steeped in academic orientation and unwilling to consider its importance.

In a number of schools the liaison person was new, inexperienced and without tenure or stature in the school. Therefore, for these reasons, and pressed by other priorties, the liaison persons could not devote a great deal of time and attention to the Outreach program.

This indifference and pre-occupation with other programs set a slow pace for implementation of career development programs in the schools at this time.

(2) (a) Some school districts assign a quota to the number of students they will send to BOCES Occupational Education Programs. Counselors in these schools questioned the ethics of providing students career development programs designed to encourage exploration and utilization of opportunities for skills training when the school would not send the students for such training, after interest was generated.

(b) Inserting units on choice and decision making in the 7th - 9th grade curriculum is, in itself, an excellent idea. However, in many of these schools the total school structure demonstrates the reality that choice is, in fact, narrowly limited to academic subjects offered by in-school departments. If youngsters who are exposed to career education units on self-awareness, decision-making and career information use this knowledge to choose skill training for themselves and are told that it is impossible for them to acquire this training because the school offers it to only a small quota of youngsters, the course in "Career Education" will be as irrelevant to the needs of individual students as is the present academic curriculum. Indeed it will involve even more frustration and denial of meaning than now exists.

Conclusions (contd.)

(3) *Home school staffs have very little real knowledge of the BOCES Programs. They also have many misconceptions and much misinformation. The tour of BOCES facilities is very important in changing perception and understanding of the quality of BOCES Occupational Education.*

(4) (a) *In considering conclusions and recommendations, the Outreach staff wishes to emphasize the programs which it feels would be most useful and most effective for adoption either in the BOCES centers or possibly in the home schools. One of the most effective techniques of reaching students developed this year was the Career Exploration Day Program (Section IV). Implemented properly, these programs feature broad career clusters and serve as an immediate focus for improved career guidance programs at minimal costs for all.*

Ideally it would seem that the same school guidance staff should develop such programs, providing adequate orientation and follow up on a regular basis. However, Outreach encountered many structural barriers within the schools which interefere with development of such programs.

(b) *The Outreach staff has concluded from this year's experience that such activities could be done more effectively in a centralized program such as BOCES.*

(c) *The exposure to career development programs of only those students labeled "BOCES students" by the home school leads to segregation and stigmatization and prevents large numbers of students who could benefit from these programs from even considering them.*

(5) (a) *As a result of two years of work with staff in the home schools, it is this staff's conclusion that the basic tasks are to stimulate career exploration and to provide career counseling. These seemingly fundamental functions are very complex in that they require extensive expertise in:*

- *Occupations*
- *Labor Market*
- *Techniques for working with youngsters and with staff.*

It takes time to develop this expertise which appears to be lacking in the home schools. The knowledge and techniques needed are not present in these seven districts in depth.

(b) *An invaluable service provided to the Outreach schools was the Career Information Collection. The Collection was a compilation of current, informative career development materials gathered from model programs thoughout the United States, ERIC reports, text, kits, games, films, filmstrips and audio tapes. This material was on loan, free to an educator or community leaders of the districts served by Outreach.*

Conclusions (contd.)

(6) *There are many barriers to development of such expertise in career counseling. Prior to the acquisition of these skills the staff member must be convinced of the need for career development.*

(7) *Many educators view the segment of non-professional careers with disdain and this attitude is reflected in their negative perception of career development.*

(8) *The New York State Education Department Bureau of Guidance representative to Nassau County concluded, "The project (Outreach) and its activities which stress active involvement of teachers as well as counseling staff is an effective vehicle for introducing career education and career guidance into the school setting. It is inservice in action."*

(9) *Group activities in career exploration lose their impact unless individual counseling follows. Field trips and hands-on experiences may generate interest and many questions. Unless these are pursued by a skilled counselor, rich experiences may have been wasted.*

(10) (a) *The Outreach staff focused upon guidance because it saw the counselor as a person whose expertise lies in the area of longitudinal programs - dealing with students over long periods of time to help them formulate their goals and courses of action aimed at achieving those goals. This focus was emphasized rather than one featuring packaged units of short duration.*

(b) *Emphasis upon techniques alone may be harmful in career education programs. Unless deep sensitivity and understanding of students' backgrounds is an integral component of the program, it cannot succeed. For example, a good technique for youngsters from middle class suburban Minnesota utilizes parent interviews to provide students with career information. An elementary classroom teacher using this approach with disadvantaged youngsters found it embarassing when a student:*

- *would ask her which "Daddy" he should get information from,*
- *would say that he has no "Daddy"*
- *would say that his parents are on welfare.*

Fostering career development will require all educators to develop self awareness and increased understanding of human development for every student.

"The nurturing of growth requires the long patience of the husbandman rather than the hasty intervention of the mechanic."

Robert W. White,
Lives in Progress

SECTION IX

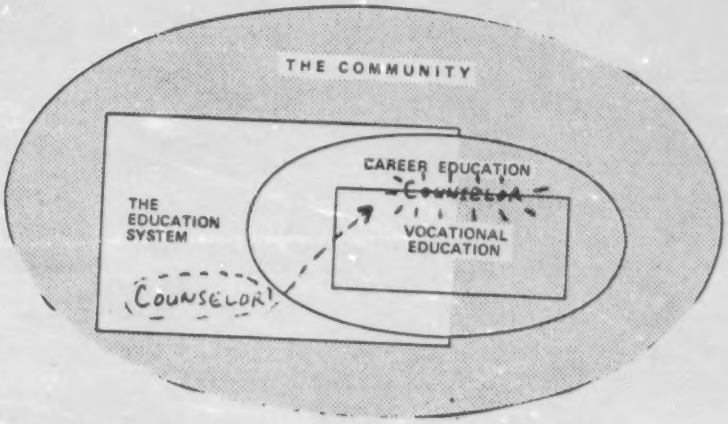
Recommendations

(1) (a) *If schools wish to develop career development programs, the role of the superintendent and the local school districts is a vital one." If a public school system is to successfully implement a comprehensive program of career development, the local district superintendent of schools and his board of education must identify career development as a high priority and adequately fund the program."* The principal and faculty members of the local school units must be informed by the superintendent that career development is a high performance priority in the goal structure and objective of the school district.*

"To be implemented in the elementary and secondary schools, career development must have the attention and support of the central office staff. The curriculum and instruction staff must build the programs scope and sequence." Pupil Personnel leaders in the central office must give priority to developing and staffing adequate counseling programs that can either be a spearhead for career development activities or that can be closely integrated with activities initiated in all sections of the school. Good career development will mean increased individualization of student programs and, therefore, lead to greater - rather than less - guidance/pupil services involvement.*

(b) *Guidance counselors should realize the immediate need for changes, actively seek out opportunities to develop greater competency in career counseling, and clearly define a role and tasks for themselves that will bring them into a position where they will be preceived as relevant to the realities of today's world. In the diagram below, Outreach would recommend the shift of the counselor's position from the left - solely in the educational system - where it now appears. Counselors should take an active part in creation and implementation of career development, to act as resource persons to help staff who are interested, to introduce new techniques and programs, and to offer strong support for administrative efforts to effect changes which will offer more choices for young people.*

DIAGRAM II



*Career Education: A Handbook for Implementation. Maryland State Board of Education, United States Office of Education, 1972, p.67.

Recommendations (contd.)

(2) If home school board members give priority to career development programs, it follows that they must be willing to provide opportunities for young people to get the skill training necessary to enter a variety of career areas.

(3) Planned programs of staff orientation to BOCES are necessary to promote a psychological partnership and build a bridge of understanding. Tours should be planned, offered, and encouraged on a regular basis to <u>all</u> educators in Nassau County.

(4) (a) It is recommended by Outreach that the Career Exploration Day programs become a central activity of BOCES. Therefore, as an immediate step it is recommended that the BOCES area centers should be very active in developing activities which will encourage hands-on experience in the BOCES programs.

For the BOCES this would require a change in emphasis for their orientation program from concentration on a few preselected students to provide maximum exposure of all students in the home school to the career concept. It is the Outreach experience that students are very responsive to the introduction of broad major clusters rather than a focus on narrow course areas on description of jobs.

(b) Because of BOCES vital interest in development of professional level career counseling programs at all "feeder" schools, the BOCES Pupil Services should be adequately staffed to provide time on a regular planned basis throughout the year to cooperate closely with home schools to support their efforts in developing effective vocational/career counseling programs.

(c) Career exploration activities should be provided to <u>all</u> students, <u>not</u> just those who appear to have an interest in manual and technical skill training or who do not aspire to enter college.

(5) Information on careers, career education and career development is increasing at an extremely rapid rate. Assembling a good career information collection and keeping it up to date requires time and professional expertise. The services of a career information resource person should be made available to provide information and assistance to all schools in the entire area of careers and to actively promote its utilization.

(6) It is therefore incumbent upon BOCES to perceive more clearly its role to pick up the reins (items 3 through 5 above) to provide leadership in the development and coordination of career programs, collection and circulation of resource materials, and provision of experts in the field to offer consultation services to schools in Nassau County.

As demonstrated visually in Diagram II, vocational education is central to career education to provide young people with appropriate skills with which they may enter the community as responsible citizens making a valuable contribution to society. The BOCES staff needs to be very aware of its vital position in the scheme of career development and career education.

Recommendations (contd.)

(6) contd.

It is necessary for BOCES occupational educators to be certain their curriculum is congruent with the concepts being promulgated by advocates of career development. For example, they should examine the ways their courses relate to recognized job cluster systems and that home schools understand these relationships. Also, BOCES curriculum specialists and team leaders should meet with their counterparts in the home school to articulate their programs so that young people may fully benefit from these opportunities available to them.

(7) Since the attitude of educators toward career development for youth is so vital to its survival, educators must therefore be made aware of its need and the legitimacy of its inclusion in the total educational program. Also, educators must be oriented to look upon all occupations as worthwhile and not to convey their biases to their students.

(8) The local state department representative from the Bureau of Guidance stated that "the program (Outreach) should be.. "given consideration as a future plan for exapanding career education philosophy and techniques in the schools of the County.

(9) To enhance their effectiveness, group activities in career education should be followed by individual counseling sessions with a skilled counselor.

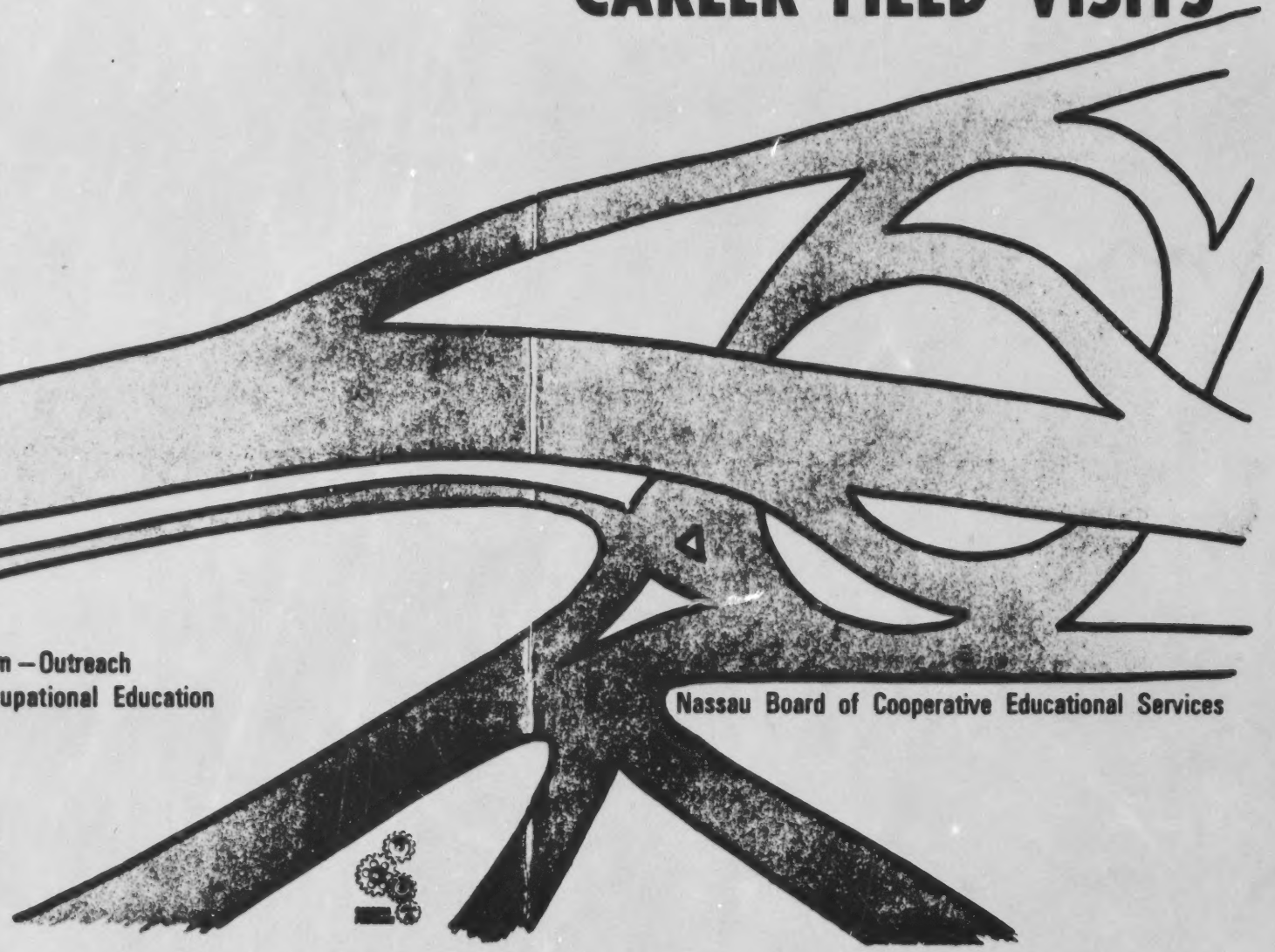
(10)(a) The development focus should be emphasized by all those working in career education. Concentration upon "packages" instant innovation programs of short duration, gadgets, games, and gimmicks will add little that has substantial value in increasing opportunities for choice and self actualization for all members of our society.

(b) The worker in the field of career education must be sensitive to the background of students and take this factor into consideration when adopting techniques for use, especially for the disadvantaged.

"Until we change the attitudes of those dealing with and affecting all areas of career development, we'll just have a change in terms and not in something substantial."

-Third Annual Report, 1972
New York State Advisory
Council on Vocational Education

PLANNING CAREER FIELD VISITS



Careers Program – Outreach
Division of Occupational Education

Nassau Board of Cooperative Educational Services

APPENDIX 2

AUDIOVISUAL MATERIALS

MARCH IS ...
GRAPHICS & COMMUNICATIONS
(Advertising-Printing-Communications)
MONTH

Audio-visual materials are available free to Careers Program-Outreach schools during this month and the 1972-73 school year. To obtain materials call:

997-8754

16 mm Film:

CAREERS IN COMMUNICATIONS

Multi-Media:
(Filmstrip and cassette)

WHAT IS YOUR FUTURE IN THE CHANGING WORLD OF WORK

WORLD OF WORK: T.V. REPAIRMAN

CAREERS IN THE GRAPHIC ARTS:
PART I & PART II

MEDICAL PHOTOGRAPHER

Audiotapes:

ART

PRINTING

RADIO OPERATOR

PRINTER-OFFSET

If your school subscribes to the BOCES film library you may be able to obtain additional material by calling: 997-8700

The NERC center (1196 Prospect Avenue, Westbury) has a small supply of audio-visual materials which are available to all 56 school districts of Nassau County. Anyone interested can come to the center and check the card catalog under particular career topics.

This list prepared by:
Careers Program of
Board of Cooperative
Educational Services
1196 Prospect Avenue
Westbury, New York 11590

This is just a sample of organizations who have made tours available to students. Their capacity to conduct tours may change with the seasons and with other factors. When you are ready to plan a tour, present tour regulations should be investigated.

The Career Field Trip Planning Guide, available through BOCES' Career Program, may be helpful to teachers and counselors in tour planning. It has additional source material references.

GRAPHICS AND COMMUNICATIONS
-Advertising-Printing-Communications-

ARLAND PRINTING COMPANY, INC.
1300 Jericho Turnpike
New Hyde Park, New York 11040
488-3232

Grades 9-12 (5 student maximum)

Complete printing plant-art work, binding, letterpress, offset.

ARMSTRONG WORLD OF INTERIOR DESIGN
60 West 49th Street
New York, New York

Grade-not stated

Ten rooms of interior design.

CHANNEL 21
Ellington Avenue West
Garden City, New York 11530
Contact: Community Relations Department
248-2140

Grades 4-12

Educational television.
30 minute tour.

FASHION INSTITUTE OF TECHNOLOGY
227 West 27th Street
New York, New York 10001
Contact: Director of Admissions
212 524-1300

Grades 11-12

Community college for creative and management positions in fashion industries. Tour-60 to 90 minutes.

FOILCRAFT PRINTING CORPORATION
45 Cherry Valley Road
West Hempstead, New York 11552
IV 5-1550

Grades 7-12

Aluminum foil printing and processing for industry and packaging.

HAMPSHIRE PRESS, INC.
240 Maple Avenue
Rockville Centre, New York 11570
Contact: Vice President
RO 6-0157

Grades 7-12

Printing-primarily music.

LONG ISLAND PRESS
92-24 168th Street
Jamaica, New York 11433
212 658-1234 Ext. 448

Grades 4-8

Guided tour of newspaper production facility-one hour.

McGRAW-HILL, INC.
330 West 42nd Street
New York, New York 1
212 971-2918

Grades 11-12

Publisher of books, m
for business. Tours
for students interest
ism or secretarial wo
graphic arts, etc.

NATIONAL BROADCASTING
30 Rockefeller Plaza
New York, New York
212 247-8300

Grades 3-12

Behind the scenes-clo
fees charged.

NEW YORK TELEPHONE CO
199 Fulton Avenue
Hempstead, New York
822-9950 Ext. 191

Grades 6-12

Guided tours-60 to 90

NEWSDAY, INC.
550 Stewart Avenue
Garden City, New Yor
Contact: Community
Department
741-1234 Ext. 514

Grades 5-12

Tour.

NEW YORK TIMES
229 West 43 Street
New York, New York

le of organiza-
tours available
capacity to
hange with the
her factors.
to plan a tour,
tions should

ip Planning
rough BOCES'
be helpful to
lors in tour
dditional
erences.

OMMUNICATIONS
ng-Communications-

PANY, INC.
ke
York 11040

dent maximum)

lant-art work,
, offset.

INTERIOR DESIGN

or design.

t
k 11530
Relations

Educational television.
30 minute tour.

FASHION INSTITUTE OF TECHNOLOGY
227 West 27th Street
New York, New York 10001
Contact: Director of Admissions
212 524-1300

Grades 11-12

Community college for creative and management positions in fashion industries. Tour-60 to 90 minutes.

FOILCRAFT PRINTING CORPORATION
45 Cherry Valley Road
West Hempstead, New York 11552
IV 5-1550

Grades 7-12

Aluminum foil printing and processing for industry and packaging.

HAMPSHIRE PRESS, INC.
240 Maple Avenue
Rockville Centre, New York 11570
Contact: Vice President
RO 6-0157

Grades 7-12

Printing-primarily music.

LONG ISLAND PRESS
92-24 168th Street
Jamaica, New York 11433
212 658-1234 Ext. 448

Grades 4-8

Guided tour of newspaper production facility-one hour.

McGRAW-HILL, INC.
330 West 42nd Street
New York, New York 10036
212 971-2918

Grades 11-12

Publisher of books, maps, information for business. Tours primarily for students interested in journalism or secretarial work; visits to graphic arts, etc.

NATIONAL BROADCASTING COMPANY
30 Rockefeller Plaza
New York, New York
212 247-8300

Grades 3-12

Behind the scenes-closed T.V.-fees charged.

NEW YORK TELEPHONE COMPANY
199 Fulton Avenue
Hempstead, New York 11550
822-9950 Ext. 191

Grades 6-12

Guided tours-60 to 90 minutes.

NEWSDAY, INC.
550 Stewart Avenue
Garden City, New York 11530
Contact: Community Relations Department
741-1234 Ext. 514

Grades 5-12

Tour.

NEW YORK TIMES
229 West 43 Street
New York, New York 10036

New York Times (continued)

Contact: Chief Guide
212 LA 4-1000 Ext. 1310 or
212 556-1234

Grades 6-12

Tour of major production areas.

R.C.A. COMMUNICATIONS STATION
Box 548
Riverhead, New York
Write for reservations.
Contact: Engineer in Charge

Grades 8 through High School

Receiving station for high frequency international communications. Visit-one hour.

SCALAMANDRE MUSEUM OF TEXTILES
201 East 58th Street
New York, New York 10022
Contact: Director
212 361-8500

Grade 12

Textile design.

SEARS ROEBUCK AND COMPANY
360 West 31st Street
New York, New York 10001
Contact: Director of Personnel
212 790-7707

Grades- Unspecified

Two hour guided tour based on special interest-fashion buying, textiles, design and catalog layout.

SIMPLICITY PATTERN COMPANY
200 Madison Avenue
New York, New York 10016
Contact: Education Department
212 679-3700

Grades 11-12

Production of patterns from start to finish. Film on printing.

VOGUE-BUTTERICH PATTERN SERVICE
161 Avenue of the Americas
New York, New York 10013
212 255-2100

Grades 7-12

Step by step production of garment from pattern to completed item.

WHLI AM-FM RADIO STATION
384 Clinton Street
Hempstead, New York 11550
Contact: Public Affairs Office
481-8000

Grades 3-12

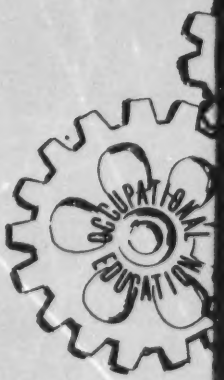
One hour guided tour.

WCBS
530 West 57th Street
New York, New York
Contact: Coordinator of Community Relations
212 765-4321 Ext. 5483

Grades 5-12

Tour of television facilities-one hour.

CAREER FIELD TRIP SUGGEST



CAREERS PROGRA

Nassau Board of Cooperative

nued)

e
1310 or

tion areas.

S STATION

ns.
n Charge

h School

r high
nal communica-
ur.

F TEXTILES

10022

MPANY

10001
f Personnel

based on
hion buying,
catalog layout.

SIMPLICITY PATTERN COMPANY
200 Madison Avenue
New York, New York 10016
Contact: Education Department
212 679-3700

Grades 11-12

Production of patterns from start to finish. Film on printing.

VOGUE-BUTTERICH PATTERN SERVICE
161 Avenue of the Americas
New York, New York 10013
212 255-2100

Grades 7-12

Step by step production of garment from pattern to completed item.

WHLI AM-FM RADIO STATION
384 Clinton Street
Hempstead, New York 11550
Contact: Public Affairs Office
481-8000

Grades 3-12

One hour guided tour.

WCBS
530 West 57th Street
New York, New York
Contact: Coordinator of Community Relations
212 765-4321 Ext. 5483

Grades 5-12

Tour of television facilities-one hour.

CAREER FIELD TRIP SUGGESTIONS

CAREERS PROGRAM

Nassau Board of Cooperative Educational Services

JOURNALISM SCHOLARSHIP GUIDE 1972
Newspaper Fund, Inc.
P.O. Box 300
Princeton, New Jersey 08540
Comprehensive guide for scholarships within journalism.

EMPLOYMENT OUTLOOK FOR THE TELEPHONE INDUSTRY (1650-122)
Bureau of Labor Statistics
U.S. Department of Labor
Washington, D.C. 20212
Reprint from Occupational Outlook Handbook, includes central office craftsman, equipment installer, lineman and cable splicer, telephone and PBX installers and repairmen. *15¢

RADIO AND TELEVISION BROADCASTING, RADIO AND TELEVISION ANNOUNCERS, BROADCAST TECHNICIANS (1700-132)
U.S. Government Printing Office
Public Document Department
Washington, D.C. 20402
Reprint from Occupational Outlook Handbook. *15¢

EMPLOYMENT OUTLOOK FOR TELEVISION AND RADIO SERVICE TECHNICIANS (1650-89)
Bureau of Labor Statistics
U.S. Department of Labor
Washington, D.C. 20212
Reprint from Occupational Outlook Handbook. *10¢

YOUR CAREER IN DIRECT MAIL
The Direct Mail Educational Foundation
230 Park Avenue
New York, New York 10017
What direct mailing is, and a job description of careers within direct mailing. Financial rewards, opportunities and means of acquiring training are discussed.

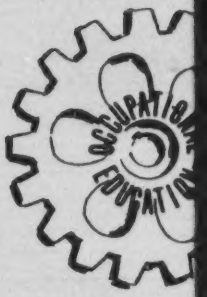
More information on the occupations that interest you can be obtained from the organizations listed in these pamphlets. Some of these may be available in your school's guidance office or library; or in your local library.

Another good source of information for all occupations is the Occupational Outlook Handbook found in all libraries.

The Nassau Board of Cooperative Educational Services (BOCES) offers further information and course cards on 60 occupations. Interested secondary students may train for these careers during their high school years. Your guidance office of the BOCES Area Center serving your school will supply these to you.

*Prices listed herein were taken from materials acquired in 1972.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
125 Jericho Turnpike, Jericho, New York 11753
516-997-8700



CAREER
PROGRA

2

ips within

ONE INDUSTRY (1650-122)

Handbook,
, equipment
cer, telephone
*15¢

, RADIO AND
ECHNICIANS (1700-132)
ce

Handbook. *15¢

AND RADIO

Handbook. *10¢

undation

description of
nancial rewards,
ng training are

More information on the occupations that interest you can be obtained from the organizations listed in these pamphlets. Some of these may be available in your school's guidance office or library; or in your local library.

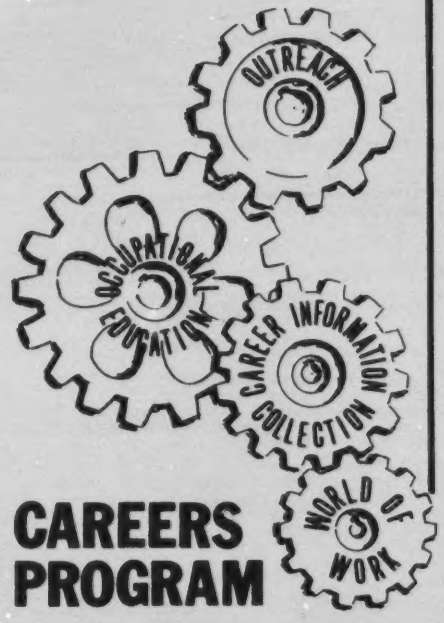
Another good source of information for all occupations is the Occupational Outlook Handbook found in all libraries.

The Nassau Board of Cooperative Educational Services (BOCES) offers further information and course cards on 60 occupations. Interested secondary students may train for these careers during their high school years. Your guidance office of the BOCES Area Center serving your school will supply these to you.

*Prices listed herein were taken from materials acquired in 1972.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
125 Jericho Turnpike, Jericho, New York 11753
516-997-8700

Pamphlets for Further Reading



CAREERS PROGRAM

GRAPHICS AND COMMUNICATIONS

(Advertising-Printing and Photography-Communications)

For further information in careers that interest you, check these sources of free or low cost materials:

Advertising:

JOBS IN ADVERTISING
American Advertising Federation
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036
What types of occupations exist within advertising, career explanations, and job qualifications.

CAREERS IN INDUSTRIAL ADVERTISING
Association of Industrial Advertisers
41 East 42nd Street
New York, New York 10017
This booklet defines industrial advertising and gives information on salaries, major fields, qualifications, getting started, and applying for a job.

ADVERTISING COPYWRITER
Chronicle Guidance Publications
Box 48
Chesterfield, New Hampshire 03443
Occupational brief summarizing work performed, qualifications, preparation, working conditions, earnings, methods of entry, outlook, and high school background. *35¢

COMMERCIAL ARTISTS, INDUSTRIAL DESIGNERS, INTERIOR DESIGNERS AND DECORATORS (1700-32)
U.S. Government Printing Office
Public Documents Department
Washington, D.C. 20402
Reprint of Occupational Outlook. *15¢

DISPLAY MAN
Chronicle Guidance Publications
Box 48
Chesterfield, New Hampshire 03443
Occupational brief summarizing work performed, working conditions, wages, personal qualifications, training, opportunities, related jobs and outlook. *35¢

MARKETING AS A CAREER
American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601
Sixteen references of information, most of which pertain to careers in advertising.

AN OCCUPATIONAL GUIDE TO PUBLIC RELATIONS
Public Relations Society of America
845 Third Avenue
New York, New York 10022
Description of the role of public relations, qualifications, preparation, and employment opportunities.

Printing and Photography:

CAREERS IN GRAPHIC COMMUNICATIONS
Education Council of the Graphic Arts Industry,Inc.
4615 Forbes Avenue
Pittsburgh, Pennsylvania 15213
Careers within the graphic industry; career description.

A CAREER FOR YOU IN LONG ISLAND'S GRAPHIC ARTS INDUSTRIES
Nassau Printers Group - PIMNY
461 Eight Avenue
New York, New York 10001
Careers within the printing industry; job description and education and training requirements.

PRINTING OCCUPATIONS: COMPOSING ROOM OCCUPATIONS, PHOTOENGRAVERS, ELECTROTYPERS, AND STEREOTYPERS, PRINTING AND PRESSMEN AND ASSISTANTS, LITHOGRAPHIC OCCUPATIONS, BOOKBINDERS, AND RELATED WORKERS (1700-109)
U.S. Government Printing Office
Public Document Department
Washington, D.C. 20402
Reprint from Occupational Outlook. *20¢

JOBS IN THE PRINTING TRADE
Careers, Inc.
P.O. Box 135
Largo, Florida 33540
Career brief describing nature conditions, training, qualifica
*35¢

PHOTOGRAPHERS, PHOTOGRAPHICS LA
U.S. Government Printing Of
Public Documents Department
Washington, D.C. 20402
Reprint from Occupational Outlo

COMMERCIAL PRESSMAN
California State Department
800 Capitol Mall
Sacramento, California 958
Occupational guide describing training and outlook.

DARK ROOM TECHNICIAN
California State Department
800 Capitol Mall
Sacramento, California 958
Occupational Guide describing training and outlook.

Communications:

WHY NOT BE A TECHNICAL WRITER?
U.S. Department of Labor
Women's Bureau
Employment Standards Admin
Washington, D.C. 20402
Why a person becomes a technic cations and rewards. *10¢

INFORMATION ON THE ROAD TO A C
Newspaper Fund, Inc.
P.O. Box 300
Princeton, New Jersey 08
Ten leaflets making up a caree

IONS

phy-Communications)

that interest you,
cost materials.

n

thin advertising,
fications.

rtisers

vertising and
or fields,
nd applying for

s

3443
k performed,
ng conditions,
k, and high school

IGNERS, INTERIOR

e

*15¢

s

3443

Occupational brief summarizing work performed, working conditions, wages, personal qualifications, training, opportunities, related jobs and outlook. *35¢

MARKETING AS A CAREER
American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601
Sixteen references of information, most of which pertain to careers in advertising.

AN OCCUPATIONAL GUIDE TO PUBLIC RELATIONS
Public Relations Society of America
845 Third Avenue
New York, New York 10022
Description of the role of public relations, qualifications, preparation, and employment opportunities.

Printing and Photography:

CAREERS IN GRAPHIC COMMUNICATIONS
Education Council of the Graphic Arts Industry,Inc.
4615 Forbes Avenue
Pittsburgh, Pennsylvania 15213
Careers within the graphic industry; career description.

A CAREER FOR YOU IN LONG ISLAND'S GRAPHIC ARTS INDUSTRIES
Nassau Printers Group - PIMNY
461 Eight Avenue
New York, New York 10001
Careers within the printing industry; job description and education and training requirements.

PRINTING OCCUPATIONS: COMPOSING ROOM OCCUPATIONS, PHOTOENGRAVERS, ELECTROTYPERS, AND STEREOTYPERS, PRINTING AND PRESSMEN AND ASSISTANTS, LITHOGRAPHIC OCCUPATIONS, BOOKBINDERS, AND RELATED WORKERS (1700-109)
U.S. Government Printing Office
Public Document Department
Washington, D.C. 20402
Reprint from Occupational Outlook. *20¢

JOBS IN THE PRINTING TRADE
Careers, Inc.
P.O. Box 135
Largo, Florida 33540
Career brief describing nature of work, working conditions, training, qualifications, and outlook. *35¢

PHOTOGRAPHERS, PHOTOGRAPHICS LABORATORY OCCUPATIONS (1700-41)
U.S. Government Printing Office
Public Documents Department
Washington, D.C. 20402
Reprint from Occupational Outlook Handbook. *15¢

COMMERCIAL PRESSMAN
California State Department of Employment
800 Capitol Mall
Sacramento, California 95814
Occupational guide describing work, requirements, training and outlook.

DARK ROOM TECHNICIAN
California State Department of Employment
800 Capitol Mall
Sacramento, California 95814
Occupational Guide describing work, requirements, training and outlook.

Communications:

WHY NOT BE A TECHNICAL WRITER?: CAREERS FOR WOMEN
U.S. Department of Labor
Women's Bureau
Employment Standards Administration
Washington, D.C. 20402
Why a person becomes a technical writer; qualifications and rewards. *10¢

INFORMATION ON THE ROAD TO A CAREER IN JOURNALISM
Newspaper Fund, Inc.
P.O. Box 300
Princeton, New Jersey 08540
Ten leaflets making up a career kit of information.

APPENDIX 3

CAREERS PROGRAM-OUTREACH

SERVICES TO PEOPLE

HEALTH CAREERS

MINIMUM TRAINING REQUIRED

CAREERS PROGRAM

CAREER AREA	ON-THE-JOB TRAINING	SKILLED TRAINING PRIOR TO ENTRY	1-2 YEAR TECHNICAL OR COMMUNITY COLLEGE	4 YEAR COLLEGE	ADVANCED DEGREE
HOSPITAL ADMINISTRATION	Central Supply Aide Medical Records Clerk File Clerk Receptionist Tray-line Worker Dietary Aide Food Service Worker	*Central Supply Aide *Medical Records Clerk *Hospital Admitting Clerk *Dietary Assistant *Medical Secretary	Executive Housekeeper Medical Record Technician Food Service Supervisor Dietetic Technician Medical Secretary Bio-medical Computer Operator	Food Service Supervisor Dietician Bio-medical Computer Programmer	Hospital Administration Health Statistician Medical Record Librarian Nutritionist Bio-medical Communications Engineer
NURSING AND RELATED CAREERS	Nurse's Aide Orderly Psychiatric Aide Ambulance Attendant Nursery Aide Delivery Room Aide Home Health Aide	*Licensed Practical Nurse *Orderly *Medical Emergency Technician *Child Care Aide *Delivery Room Aide *Home Health Aide *Operating Room Aide	Registered Professional Nurse Operating Room Technician Physician's Assistant	Registered Professional Nurse Public Health Nurse	Nursing Supervisor Nurse-Scientists Consultant Nurse
REHABILITATION	Physical Therapy Attendant	Physiotherapy Assistant Occupational Therapy Assistant Rehabilitation Aide Mental Health Aide	Occupational Therapy Assistant Prosthetist & Orthotist Recreation Therapy Assistant	Occupational Therapist Recreation Therapist Social Worker Assistants	Medical Social Worker

CAREERS PROGRAM-OUTREACH

SERVICES TO PEOPLE
HEALTH CAREERS

CAREER AREA	ON-THE-JOB TRAINING	SKILLED TRAINING PRIOR TO ENTRY	1-2 YEAR TECHNICAL OR COMMUNITY COLLEGE	4 YEAR COLLEGE	ADVANCED DEGREE
REHABILITATION (cont.)			Bio-medical Equipment Technician Physcial Therapy Technician	Corrective Therapist Speech Therapist Audiologist Physical Therapist	Speech Pathologist Audiologist Rehabilitation Counselor Special Education Teacher Psychologist
DIAGNOSTIC & LIFE SUPPORTING EQUIPMENT SERVICES	EKG Technician EEG Technician	*EKG Technician *EEG Technician Inhalation Assistant Dialysis Technician	Inhalation Technician Orthologist Prosthetist	Inhalation Therapist Bio-medical Engineer	Medical Systems Analysts
MEDICAL LABORATORY CAREERS	Laboratory Aide	*Medical Laboratory Assistant Histologic Technician	Medical Laboratory Technician Cytotechnologist	Medical Laboratory Technologist Bio-Chemist Pharmacologist Clinical Chemist	Pharmaceutical Chemist Pharmaceutical Biologist Research Scientist
MEDICAL SERVICE (GENERAL)	Medical Receptionist	*Medical Receptionist *Medical Assistant *X-Ray Assistant	Executive Medical Secretary Medical Assistant X-Ray Technician	Chiropractor Pharmacist (5 years) Medical Sales Representative	Podiatrist Osteopath Veterinarian Physician

CAREERS PROGRAM-OUTREACH

SERVICES TO PEOPLE
HEALTH CAREERS

CAREER AREA	ON-THE-JOB TRAINING	SKILLED TRAINING PRIOR TO ENTRY	1-2 YEAR TECHNICAL OR COMMUNITY COLLEGE	4 YEAR COLLEGE	ADVANCED DEGREE
EYE CARE SPECIALIST	Optical Aide	*Optical Mechanic Optician's Assistant *Surface Grinder *Salesman-Optical	Optician Orthoptist		Opthomologist
INFORMATION SPECIALIST	Medical Photographer Helper Hospital Guide	Medical Photographer Biological Photographer	Medical Illustrator Biological Photographer Medical-Technical Writing Assistant	Medical Illustrator Biological Photographer Medical-Technical Writer Health Science Writer Health Educator	Health Science Editor Medical Librarian
DENTAL CAREERS	Dental Receptionist	*Dental Receptionist *Dental Assistant Dental Lab Technician	Dental Hygienist Dental Lab Technician		Dentist Orthodontist Oral Surgeon

1. The categories used represent minimum training times for the occupations listed. Information was obtained from a variety of sources including the D.O.T., Occupational Outlook Handbook, Occupational Outlook Quarterly and local directories of schools and colleges. Specific employer requirements vary greatly and fluctuate rapidly as demand and supply change. In general, educational requirements are increasing.

*2. Training for these occupations can be obtained at Nassau County BOCES Occupational Education Area Centers. BOCES courses are free for high school students. The Directory of Occupational Education Schools, Long Island and Metropolitan New York lists private trade schools offering some of these courses for those out-of-school.

CAREERS PROGRAM
LABOR MARKET BRIEF

This material was prepared by the Careers Program-Outreach staff in the Summer of 1972. Basic information came from two sources; VOGUE Guides and Mid-Hudson Guides. The Hicksville Division of Manpower Services under the direction of Mr. Castellano supplied local up-to-date salary data.

NURSE, GENERAL DUTY

DOT Code: 075.378 Region: New York

JOB DUTIES

IF YOU WERE A GENERAL DUTY NURSE, you would give medicines and treatments prescribed by doctors to patients in a hospital, infirmary, sanitarium, or similar institution.

YOUR DUTIES MIGHT BE TO:

- Prepare equipment and aid doctor during examination and treatment of patients
- Give prescribed medicines and treatments in accordance with approved nursing methods
- Observe, record, and report symptoms, reaction to drugs, and progress of patients, to supervisor or doctor
- Instruct and supervise Practical Nurses, helpers, or students
- Take turns working in special departments, such as Obstetrics, Orthopedics, Surgery, Psychiatry, etc.
- Assist with operations and deliveries (births) by preparing sterile instruments and other equipment and handing in order of use to Surgeon or Obstetrician (specialist in childbirth)

WORK ENVIRONMENT

YOU MAY

- Work indoors, with and around others

EARNINGS AND HOURS

*THE RATE OF PAY OF MANY WORKERS IS: HOURLY ☐ WEEKLY ☒

AREA	BEGINNING RATE	MOST EMPLOYERS PAY	HIGHEST PAY RATE	HOURS PER WEEK
Long Island	$150-160	$170-200	$250	40

-May be required to work nights, weekends, and holidays
-May receive higher rates of pay for evening work
-May be required to work rotating shifts (8 to 4 one week, 4 to 12 the next)

*As reported by the Division of Manpower Services.

FRINGE BENEFITS

YOU MAY ALSO RECEIVE

- Group health and life insurance
- Paid sick leave and holidays
- Annual vacation
- Free meals, uniforms, and laundry
- Free health clinic
- Retirement plan

NOTE: Above are available depending on place and length of employment

FUTURE DEMAND

NATIONAL: Opportunities for General Duty Nurses are expected to be very good through the 1970's for the following reasons:

- Growing population with increased awareness of the importance of good medical care
- Rising incomes allow more money to be spent for medical care
- Increase in public and private health insurance plans
- Expansion of medical services as a result of new medical techniques and drugs
- Increased interest in preventive medicine and rehabilitation of the handicapped
- Need to replace General Duty Nurses who leave their jobs for marriage and family responsibilities

LOCAL: Opportunities for General Duty Nurses are expected to be good through the 1970's.

ADVANCEMENT

WORKERS MAY ADVANCE TO

- Staff Nurse, Public Health
- Director, Nursing Service
- Head Nurse
- Nurse Supervisor
- Nurse Instructor

NOTE: These jobs may require additional education and training.

DISADVANTAGES

DISADVANTAGES REPORTED BY WORKERS

- May be exposed to unpleasant sights and odors
- May be exposed to communicable diseases

NURSE, GENERAL DUTY

APTITUDES

YOU SHOULD BE ABLE TO

- Learn and apply the principles and methods of nursing
- Give information clearly when talking to doctors and patients
- Do arithmetic accurately to figure patients' pulse rates
- Picture from doctors' instructions how treatments are to be done
- Record words and numbers accurately on patients' charts
- Notice slight differences in lines on thermometers and gages to check patients' temperatures and blood pressures
- Use eyes and hands together to handle instruments
- Handle small objects, such as thermometers and surgical instruments
- Move hands easily to prepare equipment

INTERESTS AND TEMPERAMENTS

YOU SHOULD

- Prefer helping people by giving them nursing care
- Enjoy scientific and technical activities, such as sterilizing instruments and giving treatments
- Adapt to performing duties that frequently change, such as assisting doctor during examinations, giving medicine and treatments, recording patients' progress, instructing Nurse Aids
- Find satisfaction in dealing with people by comforting and reassuring them during illness
- Be able to adjust to dealing with emergencies when working with seriously ill people
- Adapt to following doctors' instructions exactly in giving medicines and treatments

PHYSICAL REQUIREMENTS

YOU MUST MEET THE FOLLOWING PHYSICAL REQUIREMENTS

- Be able to lift up to 50 pounds and carry up to 25 pounds when handling equipment
- Be able to reach for, grasp, and handle instruments
- Be able to talk and hear well enough to speak to doctors and patients
- Have good vision (normal or corrected) to hand correct instruments to doctor and record patient's condition in proper location on charts

EDUCATION AND OTHER REQUIREMENTS

YOU WILL BE REQUIRED TO

- Be a high school graduate (required for admission to all schools of nursing)
- Complete a state-approved nursing course in one of the following institutions:
  1) A two-year associate degree program in a community college, OR
  2) A three-year diploma program in a hospital school of nursing, OR
  3) A four-year baccalaureate degree program in a college or university
- Pass the New York State licensing examination
- Pass a medical examination

HELPFUL HIGH SCHOOL COURSES ARE

- Biology
- Chemistry
- English
- Mathematics
- Hygiene
- First Aid
- Home Nursing (Vocational School)

NURSE, GENERAL DUTY

LOCATION OF JOBS

JOBS ARE LOCATED IN

- Hospitals
- Nursing Homes
- Homes for the Aged
- Doctors' Offices
- Union Health Centers
- Schools
- Visiting Nurse Associations
- Camps
- Business Firms
- Clinics
- Armed Forces
- Government Agencies
- Medical Groups
- Industrial Plants

SCHOOLS AND COSTS OF EDUCATION

Training is available in the following schools:

Two-year programs in Nursing are available at:
-Agricultural and Technical College at Farmingdale, Farmingdale, N.Y.
-Nassau County Community College, Garden City, N.Y.
-New York City Community Colleges, New York, N.Y.

Scholarship assistance may be available.

The list is not necessarily complete. Inclusion of a training facility does not imply an endorsement by the N.Y. State Dept. of Labor, nor does omission of any facility reflect upon its standards or curriculum.

RELATED OCCUPATIONS

OCCUPATIONS WHICH HAVE RELATED DUTIES AND REQUIREMENTS ARE

- Nurse, Licensed, Practical	079.378
- Surgical Technician	079.378
- Medical Assistant	079.368
- Nurse, Private Duty	075.378
- Nurse, Anesthetist	075.378
- Nurse, Office	075.378

DOT II p. 477 I 4,7 T 1,5,8,Y GED 4

SEE YOUR COUNSELOR FOR ADDITIONAL INFORMATION OR ASSISTANCE

GENERAL STATEMENT PLANS & PURPOSES

NASSAU BOCES CAREERS PROGRAM - OUTREACH 1972-73

The primary purpose of the Nassau BOCES Careers Program-Outreach is to further career education.

> U.S. Commissioner of Education Marland has defined career education as a structure where "every young man and woman, no matter when he or she leaves the system, will take from it a proudly held marketable job skill." His concept of career education envisions a team approach - "counselors working hand-in-glove with teachers, curriculum developers, industry and labor and other professional people to integrate the work concept with academic subjects." "Counselors must be prepared to advise wisely and well the students who are not going to college as well as those who are."

The major approach to be used in this year's program will be work with school staffs to introduce and discuss the concept of career education techniques and tools for initiating and implementing these concepts. Utilization of services and materials already or easily available will be encouraged.

Careers Program-Outreach Staff will work with home school staff at any grade level 8-12. Each school can choose to concentrate on one or more grade levels in accordance with its own assessment of needs.

The second aspect of the program will involve providing programs, and career information materials and guidance activities designed to widen the career horizons of students.

There will be five components in the program:

1. Counselor Liaison
2. Career Materials
3. Career Exploration Day Programs
4. Staff Meetings and Workshops
5. Career Information Collection

COUNSELOR-LIAISON

PURPOSE

To provide a guidance counselor who has special knowledge of careers and Occupational Education and who will work with all school staff and students and parents as needed.

WHAT CAREERS PROGRAM-OUTREACH WILL PROVIDE

1. A Counselor available one day per week on a regular basis.

   a) Will act as a liaison with one member of the home school guidance department.

   b) Will be a resource person for any member of the home school and of Junior or Senior High staff who has questions about careers - career information, career education, career counseling, or occupational education.

   c) Will see students who are self-referred and/or who are referred by the guidance office and other staff.

2. Any of the three Careers Program-Outreach staff may be available as a speaker for an assembly or career day or other program on request.

WHAT WILL BE INVOLVED FOR YOUR SCHOOL

Appointment of a liaison person from your guidance staff. This person would announce programs, collect requests for tours, and work closely with the Careers Program-Outreach Counselor and the home school staff on all phases of the program throughout the year.

CAREER INFORMATION COLLECTION

Purpose:
Provide staff with basic resource materials on careers, career development theories and techniques and up-to-date information on current activity in career education.

What Careers Program-Outreach will do
During the year 1972-73 books, booklets, ERIC Documents, etc., will be available on a reference basis in the Career Information Collection at the Nassau Educational Resource Center (NERC) located at County Center, 1196 Prospect Avenue, Westbury, New York 11590. It will provide back-up for meetings and workshops. THe NERC is open: Monday and Friday 9:00 - 4:30 Tuesday, Wednesday, THursday 9:00 to 6:00.

CAREER MATERIALS

PURPOSE

1. Widen career horizons of students and stimulate interest in further exploratory activity.

2. Provide audio-visual materials and field visit ideas for use by home school staff.

WHAT CAREERS PROGRAM-OUTREACH WILL PROVIDE

1. Bulletin board posters, pictures for a "Career of the Month" program October - April.

2. Brochures listing sources of career information in six career clusters:

   Services to People
   Transportation
   Manufacturing & Construction
   Business and Office
   Graphics and Communications
   Environment & Agri-business

3. Lists of audio-visual materials which teachers and other staff can borrow for classroom and other presentations on careers.

4. Information on labor market and educational requirements in the six career clusters.

5. A brochure for staff describing how to plan the career field visit. A list of Field Visit Ideas will also be available for each career cluster.

WHAT WILL BE INVOLVED FOR YOUR SCHOOL

1. Provision of space on bulletin boards and/or in libraries and guidance office.

2. Circulating information on availability of audio-visual materials.

3. Provision of film and slide projectors.

CAREER EXPLORATION DAY PROGRAMS

Purpose

1. Demonstrate value of the continuous "career-day" approach which permits more student choice in terms of special interests.

2. Demonstrate "how to do" Career Exploration Programs by combining hands-on experience in shops, use of resource people from industry and training facilities, field visits to industry and use of audio-media materials.

3. Provide a career exploration experience for the students who attend.

What Sherburne-Earlville-Outreach Will Do

1. Will offer 21 whole day programs for 50 to 60 students, October - April in six fields. Half-day will be at County Center and half-day will be a field visit. See sample, Day for Health Careers in October. Each school can send approximately 10 students for each program.

2. BOCES will provide transportation to the field visit site and return to the home school between 3:00 - 3:30.

3. The Careers Program-Outreach Counselor will provide follow-up counseling as requested.

What Must Be Involved For Your School

1. Arrange to send 10 students on the regular BOCES bus to County Center. Arrange necessary clearances, releases, etc. for each student.

2. Provide a staff member to accompany the students. It is recommended that a different person come each week, starting with members of the guidance department so that <u>many</u> staff people can participate in this demonstration.

STAFF MEETINGS AND WORKSHOPS

PURPOSE

1. Strengthen articulation between all home school staff and BOCES Careers Program-Outreach staff.

2. Aid staff in implementing Career Education and Career Development Concepts and Techniques.

3. Encourage home schools to broaden scope of their present programs from "college-oriented" to "careers-oriented."

WHAT CAREERS PROGRAM-OUTREACH WILL PROVIDE

1. FALL- Will offer ten half day meetings at County Center for staff members from all schools participating in the 1972-73 program. About 12 people (2 from each district will be involved each week). The first meeting will be for Pupil Services Chairmen; next, counseling liaison staff will be invited. Subsequent meetings will be for chairmen of English, Social Studies, Art, Home Economics, Industrial Arts, Physical Education, Distributive Education, Work Experience and other Pupil Personnel Services staff, and librarians.

   At these meetings current concepts of career education and a few basic elements of career development theory will be discussed. Attitudes toward career education will be explored. Techniques and materials appropriate to different curricula will be introduced.

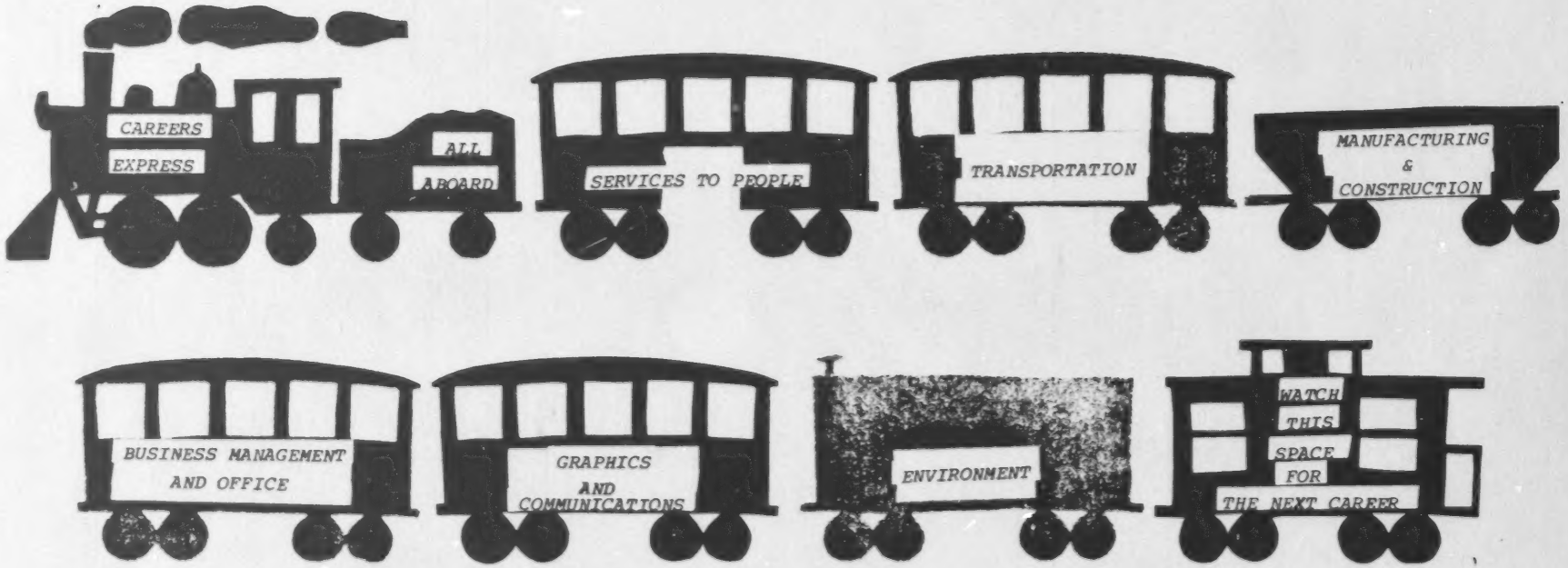
2. SPRING- The Careers Program-Outreach staff would like to offer short Action Oriented Workshops for staff to teach techniques of career education that can be implemented NOW with minimal cost. The Workshops could involve one or two full days of training plus two half days for follow-up in small groups and on an individual basis.

WHAT IS INVOLVED FOR HOME SCHOOL

1. FALL- Arrange time for staff to attend meetings.

2. SPRING- Provide time and/or incentives for staff participation in Workshops - either released time during the school day or in-service credit for after school attendance.

Look At All the Options and Decide



PARTICIPANTS

Speakers and Panel Members in Industry, Business, Government, and Higher Education

Burt Jablon
Nassau County Medical Center

Dr Ursula Schwerin
State University at Farmingdale

Raymond Burns
Family Service Assoc., Freeport

William McCall
Freeport E. O. C.

Professor Helen Strauss
Adelphi University

Peter Grimes
Nassau Community College

Harriet Priest
Probation Department

Richard Herman
Civil Service Commission

Marita O'Callaghan
Probation Department

Mr. Yasso
Chrysler Motors

Frederick Finger
Chrysler Motors

John Golden
Chrysler Motors

Professor Alan Brown
State University at Farmingdale

Robert Mitchell
Chrysler - Plymouth Inc.

Captain Maury Seitz
American Airlines

Booker Williams
American Airlines

Peter Ursillo
American Airlines

Rubin Jackson
American Airlines

Ken Abrams
Bay Marine, Merrick

Mr. Rich
Austin Travel Bureau

Commander Emanuel Jenkins
U. S. Merchant Marine Academy

Mr. David
Glen Cove Yacht Service

Robert Scheiner
Levitt & Sons

Joseph Bruno
Levitt & Sons

Keith Douglas
Levitt & Sons

Richard Elrod
Levitt & Sons

Majorie Mantius
Levitt & Sons

Lee Grunberg
Apprentice Training

Samuel Goldstein
Weslock Company

Frank Gosik
General Electric Service & Repair

Professor Robert Keegan
State University at Farmingdale

Frederick Merkel
Sperry McArthur Facility

Frank Faber
Sperry Machining Area

Michael Dempsey
Sperry Gyroscope

Malcolm Stewart
Sperry Gyroscope

Robert Schweitzer
General Electric Service & Repair

Michael Mykolyn
Franklin National Bank

Mr. Purcell
Franklin National Bank

George Denton
Franklin National Bank

Mr. Keyes
Master Charge, Franklin National Bank

N. Davella
All-Metal Screw Products

Professor Janet Hickey
Nassau Community College

Mr. Marks
Gimbels Department Store

Ira Cahn
Tobay Printing Co. Inc.

Professor Robert Riley
State University at Farmingdale

David Negrin
White-Modell's Department Store

Dr. Mark Friedman, Veterinarian
Sloane Kettering Institute Cancer Research

Spencer Prentiss
Eisenhower Park

Professor Donald Griffiths
State University at Farmingdale

Francis Pader
Department of Environmental Control

Gordon Jones
Planting Fields

Dolores Ehrlich
Nassau Bureau of Career Planning

Edward Thyberg
Sperry Division

we're glad you're here

Dear Students:

We're glad you're here!

We also want to know whether you enjoyed your visit to the Career Exploration Day Program.

Won't you take a moment to fill this out?

THANKS A LOT.

	YES	NO
Did you enjoy this day?	—	—
Did you learn something new about Careers?	—	—
Would you like to learn more about career choices open to you?	—	—

Additional comments_____

_____

_____

_____

_____

_____

You may sign your name and school if you wish_____

_____

After completing--Please leave it with your guidance counselor.

Hi

Let Us Know

Please let us know what you think of the seven parts of our

CAREER EXPLORATION DAY

	Liked Very Much	It was ok	Disliked
Grooming Demonstration	____	____	____
Panel of Speakers	____	____	____
Panel of Students	____	____	____
Film or Film Strip	____	____	____
[illegible] to Speak to [illegible] Representatives	____	____	____
[illegible] or/or Visit to [illegible] Shops	____	____	____
Field Visit	____	____	____

Additional comments_____

Appendix 9

WORKSHOP EVALUATION QUESTIONS

1) Do you consider career education a major priority for your school, or as peripheral to the existing thrust of current educational programs?

2) In your opinion, who should conduct career education programs (assuming they are conducted by the school) - counselors?, social studies department?, out-of-school agencies?, all teachers?

3) What factors do you see as being major hindrances to effective career education programs in your school?

4) What recommendations would you make for your school to follow in order for effective school wide career education to become a reality?

5a) How do you see your own role in the expansion of career education in your school?

5b) What techniques do you consider you would be comfortable using to expand students' knowledge of careers and career opportunities?

6) Has this course in any way changed your perception of students' needs?
of your role in education?
your attitude toward work?
your attitude toward choices to students?
How - in what ways?

7) Which session did you consider most productive? Why?

8) Which session did you consider least productive? Why?

9) Did materials (which were handed out) adequately provide information helpful to you?

10) Was the visit to the job Information Service of the State Labor Department productive? What phases were most helpful? Which were least helpful?

11) Did speakers and guest Dr. Brusasco, Mrs. Ferebee, Mrs. Jakeman, Mr. Castellano provide meaningful input into our course?

12) Did you find the A.V. presentation appropriate and useful? (The Hoppock tape, the slides on Career Exploration Days, the transparencies on career education)

13) Were the techniques for implementing career education programs ones which you would consider adaptable to your program? (alumni panel, career exploration days, audio visual presentations, T.V. assignments, field trips, etc.)

14) Were there areas that you felt deserved more attention or that we didn't cover at all?

15) General comments: